Children's Voice

VOL.14, NO. 5 | CHILD WELFARE LEAGUE OF AMERICA | OCTOBER/NOVEMBER 2005

In This Issue

- Children Missing from Care
- Engaging Youth for Youth
- Socially Responsible Investing

A MASTERFUL STORYTELLER

"Bob Danzig has been there, done that – and more. His wisdom deserves to be shared"

David Lawrence, Jr., former publisher of The Miami Herald

Bob Danzig's insight and sensitivity to the emotional needs of children are a recipe for life-long success that anyone can apply to business, community and family life.

Dr. Ken Feinstein, vice president, advancement, Lutheran Social Ministries

HELP SUPPORT CWLA
BY BOOKING THIS INSPIRING SPEAKER

THE next time you **NEED A COMPELLING SPEAKER** for an annual meeting, fund-raiser, executive retreat, a seminar or presentation to volunteers, donors or staff, *look to someone* who has been through many of the things the children in your care have experienced.

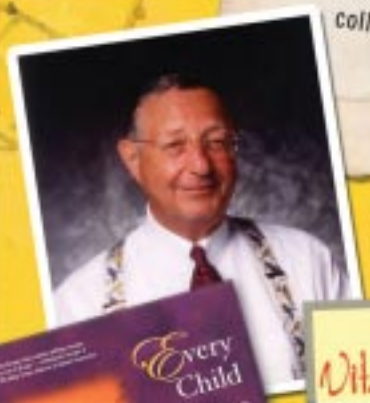
Bob Danzig has been called **inspiring, practical** and a **MASTERFUL STORYTELLER.** *His life itself is an inspiration.* Raised in five foster homes, Bob earned his college degree at night and on weekends before joining a local newspaper as an office boy. He rose to head the Hearst Corporation Newspapers Division. Now he is a nationally renowned keynote speaker with a **SPECIAL OFFER** just for CWLA members.

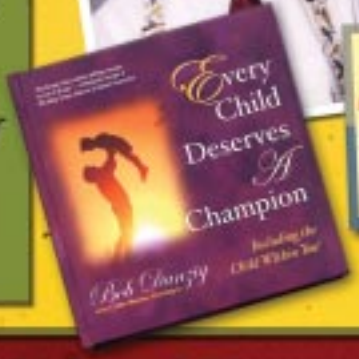
(Each speaking engagement returns fifty cents of each dollar to CWLA)

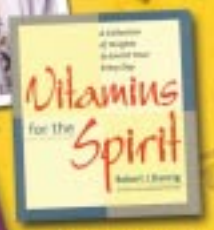
When a member agency retains Bob, fifty percent of his $7,000 engagement fee will go **directly to CWLA.** The other half will support foster care children in college and help talented young musicians.

SPECIAL
FREE
GRATITUDE PRESENTATION FOR CORPORATE SPONSORS

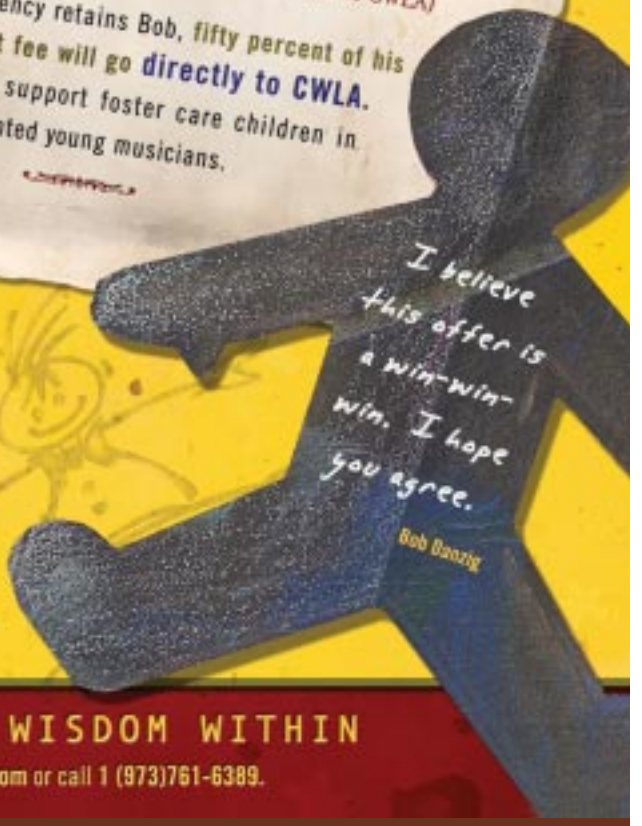
Bob will give a **FREE** leadership forum to any business or organization that sponsors one of his presentations for a member agency. **AND REMEMBER,** *half the engagement fee goes straight to CWLA.*







A little inspiration from Bob Danzig



BOB DANZIG – STIMULATING THE WISDOM WITHIN

bobdanzig.com. *For calendar clearance,* e-mail bdanzig@hearst.com or call 1 (973)761-6389.

Children's Voice

Steven S. Boehm	*Editor-in-Chief and Assistant Director of Publications*
Jennifer Michael	*Managing Editor*
Melissa Curry	*Production Manager*
Jennifer R. Geanakos	*Graphic Design Manager*
James D. Melvin	*Graphic Artist*
Pinpoint Strategies 301/718-7940	*Advertising*

By publishing a diverse range of views on a wide array of topics, *Children's Voice* seeks to encourage public discussion and debate among those who are committed to helping children and families. Articles and advertising published in *Children's Voice* do not necessarily reflect the views of the Child Welfare League of America or its member agencies and do not represent an endorsement of opinions, products, or services.

Children's Voice (ISSN 1057-736X) is published bimonthly by the Child Welfare League of America.

Annual Subscriptions. U.S.: $25; Single copies: $10. Foreign: $40; Single copies: $13. To subscribe: Call 800/407-6273 or 770/280-4164; fax 770/280-4160; e-mail order@cwla.org; order online at www.cwla.org/pubs; or mail to CWLA, PO Box 932831, Atlanta GA 31193-2831.

Missing Issues. Nonreceipt of any issue of *Children's Voice* must be reported within 12 months of publication or the single-copy price, plus postage, will be charged to replace the issue.

Address Corrections. Send corrected address labels to *Children's Voice* at the address below.

CWLA
CHILD WELFARE LEAGUE OF AMERICA
Making Children a National Priority

440 First Street NW, Third Floor
Washington DC 20001-2085
202/638-CWLA, Fax 202/638-4004
E-mail voice@cwla.org
www.cwla.org

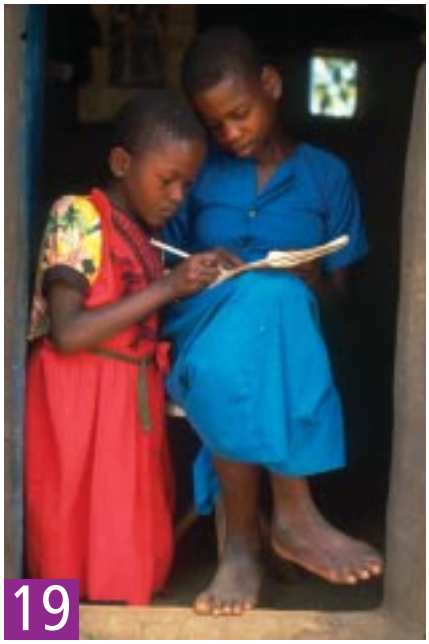
The Child Welfare League of America is the nation's oldest and largest membership-based child welfare organization. We are committed to engaging people everywhere in promoting the well-being of children, youth, and their families and protecting every child from harm.

Children's Voice

FEATURES

PARENTING PAGES

MANAGEMENT MATTERS



DEPARTMENTS

Correction: In the article "Creative Solutions" (Children's Voice, July/August 2005), two of the children's illustrations were incorrectly identified as coming from Lutheran Hall Youth Services. The agency is actually Lawrence Hall Youth Services.

The cover art for this issue is by Lizaventa Lenkevich, age 9, Belarus, and appears here courtesy of the International Child Art Foundation. For more information, visit the ICAF website at www.icaf.org.

Do Good.

Be Smart.

Get *Evolved.*

Evolv-CS, the leading web-based enterprise software for human service organizations, is performance and results driven because you are.

EVOLV CS

- ✓ Deliver Services Effectively with Productivity Aids
- ✓ Improve Cash Flow with Timely and Accurate Billing
- ✓ Demonstrate Value through Better Outcomes

defran systems
5 East 16th Street, 6th Floor, New York, NY 10003
212.727.8342 • info@defran.com • www.defran.com

Executive DIRECTIONS

At age 8, after being reprimanded for something that now escapes my memory, I ran away from home. I wanted to show my parents I wasn't going to put up with being disciplined and would teach them a lesson about treating me so poorly—I was just going to leave them. Hasta la vista baby! Boy, oh boy, would they be sorry! I left at 4:00 PM, turned the corner, and sat on a grassy hill out of their sight, 150 yards from my house. I sat for two hours until I got hungry. It was then I headed home and announced I had run away but had decided to return.

The truth is, I did not have a lot to run from, but much to return to, which is why I recovered so quickly from my momentary impulse. Unfortunately, the lives of children in the child welfare system are not always so positively defined. It's not uncommon for children in care to surmise they have nothing to lose and to run from care—often more than once—as you will read in "Children Missing from Care" in this issue of *Children's Voice.* Some turn on their heels when they reach the corner and return. But many keep going, increasing their vulnerability and their chances for encountering numerous dangers.

A recent study by the Chapin Hall Center for Children at the University of Chicago found that youth who run from care are typically ages 12–18. While most youth this age are engaged in school, sports, and social activities with friends, teens in care are often coping with weightier issues, such as when they will move to another placement and when they might return home, even if that home is not necessarily safe. Is it any wonder youth in care may feel they have too much to run to on the outside—relatives, siblings, friends, and "home"—and not enough stability and love to comfortably remain in their placement?

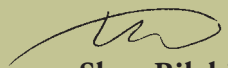
Those of us in the child welfare field need to better address this issue and others facing the children in our care by honing our listening skills. In researching the issue of children missing from care, CWLA discovered that, on average, caseworkers spend 15 minutes with runaway youth after they are found, with no psychological or social support provided. Child welfare agencies must devote more time to the recovery process and respond like concerned parents, attempting to understand a young person's reasons for running and seeing that the child accesses appropriate services.

Perhaps no one can better attest to the power of listening than a former youth in care. Mary Lee is President of CWLA's National Foster Youth Advisory Council, and her firsthand account of living in foster care is also featured in this issue of the *Voice.* After years of bouncing around the system, a judge finally asked her what she wanted out of life. She said she wanted a family of her own. Soon thereafter, her case manager adopted her, a week before her 18th birthday. Because of this judge's particular attentiveness, Mary now views foster care as an "opportunity rather than a punishment."

Another contributor to this issue, Laura Greer, tells us about her experiences volunteering after school to help children in foster care. In Laura's case, she wasn't the one seeking an ear, but the one lending an ear. Spending countless hours listening to and talking with youth of all ages in need, Laura discovered children in foster care had many questions about how the system worked, but there were no materials available to answer their questions. In true entrepreneurial style, Laura wrote *What's Happening? A Guide for Kids Entering Foster Care,* a question-and-answer book about foster care for foster children, now distributed nationally by CWLA.

These are wonderful examples of how important it is to take a moment to turn down the noise in our daily routines—including the chatter of all the adults in the child welfare system—and tune into what kids have to say. This will sharpen our view of those within our charge and uncover potentially life-altering or life-saving information, such as discovering a child's desire to be adopted, or a teen's thoughts about running from care.

I now understand my own run from home was short-lived because life at home afforded too many opportunities not to return. Although the child welfare system is not the same as a child's birth home, listening to and working with our children in care will allow us to chart a course that serves them well and creates new opportunities. Doing so will also help avert any intentions they have of heading for the corner.



Shay Bilchik

Children MISSING from Care

How should agencies respond?

By Jennifer Michael

When the news hit the airwaves in 2002, shock rippled through the country. How could a 5-year-old girl under the care of the social service system just simply disappear? But that is what happened to Rilya Wilson.

Born to a homeless drug addict, Rilya was taken into state custody when she was only a few months old. Eventually placed in the care of two Florida women, the little girl was last seen by a social worker with Florida's Department of Children and Families (DCF) in early 2001. More than a year later, DCF discovered Rilya was nowhere to be found. *[See "State of the States: Florida," Children's Voice, September/October 2002.]*

The story touched off a media frenzy and placed child welfare agencies nationwide on alert about the children under their care. The media coverage has since subsided, but many public and private child welfare agencies are still asking themselves, "Do we know where all of our children are?"

Since reports of Rilya's disappearance, states from Florida to California have reexamined their systems and, in some cases, instituted new programs targeted solely at children and youth who are missing, including those who have run away from foster families, residential facilities, or group homes. Many states now have a clearer picture of the children under their supervision. But child welfare workers admit more work remains to be done, not only in developing better tracking systems, but in building stronger relationships with law enforcement and in changing tendencies of turning a blind eye to children who run from agency-supervised care and custody.

"The word is getting out that if you have a missing child, you need to be looking at [the case]," says Lee Condon, Special Agent Supervisor for the Florida Department of Law Enforcement's Missing Children Information Clearinghouse. "Every case needs to be evaluated to determine what types of resources you need to be applying, and we are starting to see more and more resources being applied."

Aside from the implications for child welfare systems, when children go missing or run from care (which accounts for most missing cases), they are at their most vulnerable, subject to innumerable dangers—crime, substance misuse, homelessness, and sexual exploitation.

Mark Courtney, Director of the Chapin Hall Center for Children at the University of Chicago, says, "It's not uncommon for children to be victimized while on the run…a fair amount of drug and alcohol abuse occur, and [in most cases] running away represents an interruption in one's education."

Defining "Missing"

Not long after the news broke about Rilya Wilson's disappearance, and with funding from the U.S. Department of Health and Human Services, CWLA joined with the National Center for Missing and Exploited Children (NCMEC) to study the issue of children missing from care and provide comprehensive guidance to child welfare and law enforcement agencies. Although the issue is not new, CWLA staff discovered a dearth of literature about children missing from care.

"Our knowledge is in its infancy, and more research is necessary," says Caren Kaplan, CWLA's Director of Child and Family Protection. "Research that does examine children who go missing principally focuses on birthfamilies."

This past spring, CWLA published guidelines for agencies on monitoring the whereabouts and safety of children in foster

care and how to effectively respond when a child is missing. NCMEC has also created a separate set of guidelines for law enforcement. Both are designed to compliment one another.

CWLA began examining the issue by defining the term *missing from care.* Under CWLA's definition, a child missing from care is one who is not in the physical custody of the agency, individual, or institution with whom the child has been placed; the child's actual whereabouts may be known or unknown.

Children missing from care generally fall into three groups: those who run away, those who are abducted, and those whose whereabouts are unknown by the agency due to the agency's inattentiveness. Children who run away are the most researched of these three groups.

According to CWLA's research, children in the care of the child welfare system are twice as likely to run away as are children of the same age in the general population. According to the U.S. Department of Health and Human Services, 2% of the 542,000 children in foster care in 2001 were runaways; 2% of the 263,000 children exiting foster care that year exited as runaways; and 437 of the 126,000 children waiting for adoption in 2001 were runaways.

In March 2005, Chapin Hall, in collaboration with the Illinois Department of Children and Family Services, released the results of the largest study to date of youth who run away from out-of-home care. Researchers combed through reams of government administrative data for more than 14,000 Illinois youth who ran from out-of-home care between 1993 and 2003. They also interviewed 42 youth who had recently run away and returned.

Ninety percent of runaways were ages 12–18. Girls were more likely to run away than were boys; black and Hispanic children were more likely to run than were whites; and youth with substance abuse or mental health problems were more likely to run than were kids who were not coping with these issues. Youth in foster homes were less likely to run from care than were those in residential care, and those living in the homes of relatives were even less likely to run. Youth placed with siblings were also less likely to run.

"The more placements children had, the more likely they were to run from placement," Courtney notes. "This speaks to how running is really a manifestation of a lack of connection to family, to people that are important to [the youth]. Many of the youth expressed the sentiment, 'Why wouldn't I run? There's nothing in terms of personal connections keeping me in this placement.'"

The number of runaways from the Illinois child welfare system declined each year during the study period, due to a decline in the state's foster care population. But beginning in the late 1990s, youth who ran away at least once from out-of-home care were increasingly likely to run again. "More than 20% of youth who run once will run again within 30 days," Courtney explains. "And more than 30% of youth who have run two or more times will run again within 30 days of their return."

Paying Attention

So what's being done in response to Rilya's disappearance and to the thousands of youth who run from care every year? Many states are now paying closer attention to the issue. They have created task forces and improvement plans to explore how to make better use of technology, training, communication, and cooperation.

In Kentucky, for example, then-Secretary for Families and Children Viola Miller initiated a Kentucky Foster Care Census in 2002 to verify the safety and placement of every child in out-of-home care. Conducted between September 2002 and January 2003, the census accounted for all 6,300 children in the state's foster care system. *[See "State of the States: Kentucky," Children's Voice, May/June 2004.]*

Kentucky census takers met with each child in the child's foster home, residential setting, or relative placement. They collected extensive data on child well-being indicators from foster parents and agency staff, and 85% of all adult care providers completed a comprehensive interview on child well-being indicators and their needs as foster parents or care providers.

The census yielded abundant opportunities to apply the findings, improve the quality of care, and conduct further research. The process was labor intensive but inexpensive because the census employed 200 college students from eight public universities and three private colleges in Kentucky as census takers and researchers.

"We learned a great deal about our system in ways we could not have learned before," says Ruth Huebner, a child welfare researcher with the Kentucky Foster Care Census. "Part of the intent was to [ensure] we knew where every child was. And we actually did find every child, but we found some children who were at risk for being lost."

Huebner say the census "is something we'd like to do every four or five years to just make absolutely sure that you can look somebody in the eye and say, 'Yes, we know where 100% of our kids are, and we know the issues they are facing.'"

Illinois is also making every effort to know the whereabouts of all children in its care, around the clock. In 2003, the state Department of Children and Family Services (DCFS) launched a 24-hour missing-child unit with a staff of 17. The unit's job is to closely monitor the progress of all cases of children missing from care through a computer database that downloads information daily from a DCFS client database and automatically lists when a child is missing. The database includes photographs, fingerprints, and medical information for every child.

"The database, in and of itself, is pretty extraordinary," says Judith Dunning, Statewide Coordinator for Missing Children in Illinois. "I find it helpful as an administrator to go in and check what is being done. Before the database, we had no medical records. We were supposed to have pictures, but those pictures were in caseworker files."

Michigan's Family Independence Agency also uses computer technology to its advantage. In 2002, Michigan became the first state to launch a website listing the names and photos of missing children. *[See "State of the States: Michigan,"* Children's Voice, *January/February 2003.]* As of April 8, 2005, the child locator website had received more than 120,000 hits, 1,784 children had been listed, 1,560 children had been located and removed from the site, and the phone tip line listed on the website had received 600 calls, leading to 23 children being located or returned.

In Rilya Wilson's home state, shortly after reports of her disappearance, Governor Jeb Bush instituted Operation SafeKids in August 2002. Under the initiative, Florida's Department of Law Enforcement and DCF collaborated with local law enforcement to create seven regional child location strike forces to locate children reported missing. Of 393 missing children, 290 were located under the initiative, and recommendations were drawn up to improve the state's ability to identify, investigate, and recover missing children.

Major goals and accomplishments of Operation SafeKids include standardization of DCF reporting definitions, and automation of the process; improving communication and information exchange between DCF and local law enforcement; creation of investigative support units in each DCF district; and development of training curriculum for law enforcement and DCF personnel.

Rilya, however, has never been found, but closure eventually may be reached in the case. Last March, Geralyn Graham, the woman who had been caring for Rilya, was indicted on first-degree murder, kidnapping, and aggravated child abuse in connection with the little girl's disappearance.

"What If It Were My Kid?"

Florida has been home to many recent, high profile missing children's cases, including 9-year-old Jessica Lunsford and 13-year-old Sarah Lunde. But unlike these cases, where the missing child's network of family and friends have pushed for publicity and

Strengthening the System

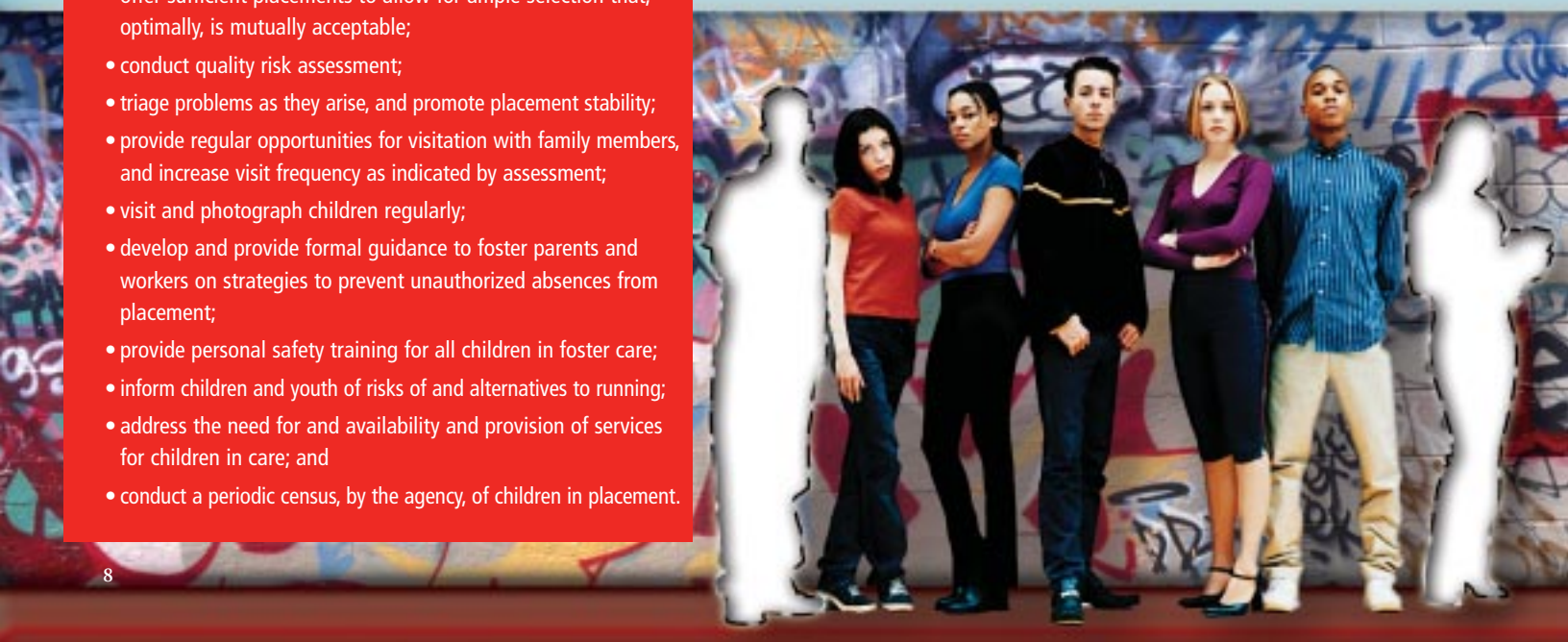
(Adapted from *Children Missing from Care: An Issue Brief,* by Caren Kaplan)

Perhaps the single best place to dedicate prevention efforts is in improving the quality of foster care services. A multidimensional approach can address the child's needs before he or she begins the journey along the "missing continuum"—from the time a child is at risk of running, through the time a child has run repeatedly.

Developing and implementing an array of organizational, managerial, supervisory, and front-line practices, and ensuring that workers use them, can lessen the risk of running and keep the child safe, supported, and nurtured in care.

Quality assurances include but are not limited to the capacity and ability to

- provide adequate preparation for placement;
- offer sufficient placements to allow for ample selection that, optimally, is mutually acceptable;
- conduct quality risk assessment;
- triage problems as they arise, and promote placement stability;
- provide regular opportunities for visitation with family members, and increase visit frequency as indicated by assessment;
- visit and photograph children regularly;
- develop and provide formal guidance to foster parents and workers on strategies to prevent unauthorized absences from placement;
- provide personal safety training for all children in foster care;
- inform children and youth of risks of and alternatives to running;
- address the need for and availability and provision of services for children in care; and
- conduct a periodic census, by the agency, of children in placement.



implemented their own searches in addition to the search by law enforcement, there is often little news splash about children missing from foster care, residential care, or group home settings.

"Unfortunately, with a foster child…you are not going to have the same rallying and pioneering for them," says Condon of Florida's Missing Children Information Clearinghouse. "Many times, when a foster child goes missing, law enforcement will take the report and enter the child into [the National Crime Information Center] like they are supposed to, but they don't have the resources to go out and look for every child that is a runaway or a parental abduction unless they have some real, concrete evidence that the child's life is at risk."

According to CWLA's Kaplan, one of the best ways to prevent a child from going missing is to improve the quality of foster care services, particularly by ensuring the voices of children and youth are heard, respected, and considered in all decisions that affect them, and that relationships are strengthened between caseworkers and the children and youth under their care. The Chapin Hall study found that caseworkers play crucial roles in whether youth run from care.

"Many youth describe caseworkers much as they would describe extended family, and, in many cases, they wish the caseworkers played more of that kind of a role with them," Courtney says. "Caseworkers are also important with respect to continuity, or lack thereof, while in out-of-home care. They have access to the youth's complete history, and they can also facilitate other relationships that are important for these youth."

All the more reason for legislators to fund more positions in their states for caseworkers, Condon points out. "You can't have a caseworker receiving 30 cases in a week and expect them to do the checks and all the things they are required to do," she says. "Humanly, it's impossible."

Illinois's Dunning perhaps best sums up advice for child welfare staff and administrators, as well as for policymakers, about children missing from out-of-home care: "Be vigilant parents."

"Nationally, the child welfare system is always going to have this problem," she says. "And nationally, we have to think, 'What would I do if it were my kid?'"

Jennifer Michael is Managing Editor of Children's Voice.

Giving More than 15 Minutes

(Adapted from *Children Missing from Care: An Issue Brief,* by Caren Kaplan)

The needs of a child who has been recovered, and the needs of his or her foster and birth families, are often immediate and complex. Over the years, workers have assumed that once a missing child is returned, a comprehensive plan falls into place to support the child and those affected by his or her absence. Research has shown, however, that in 80% of the recoveries of all missing children, only an average of 15 minutes is devoted to the recovery process, with no psychological or social service support provided. The system needs to be improved.

The child welfare agency should respond much like a concerned parent, attempting to understand the reasons a young person has run, and ensuring the child is able to access appropriate services. Workers should provide supportive assessment services to each runaway youth who is found and returned to foster care to explore the reasons for running and identify the need for possible mental health intervention to prevent further running. In addition, workers should provide any follow-up mental health services needed by children and youth returning to care following a runaway episode or abduction.

Finally, the child welfare agency should increase its level of monitoring and support to ensure satisfactory return and adjustment to reentry. Both child and family service workers and family foster care workers should increase contact with the foster child and foster family during this transition. This increased contact should provide both support and careful monitoring of child safety and the stability of the placement. This should include more frequent phone contact, visits to the foster home, and other types of support as necessary and desired. The agency should remain vigilant for potential red flags as they pertain to the child, the child's living situation, and the larger environment in which the child lives.

Children and youth missing from care are at considerable immediate and long-term risk. Effective prevention, response, and remediation of these absences require a collective, integrated effort by the child welfare and law enforcement communities, as well as other social, health, and educational agencies, and the community at large.

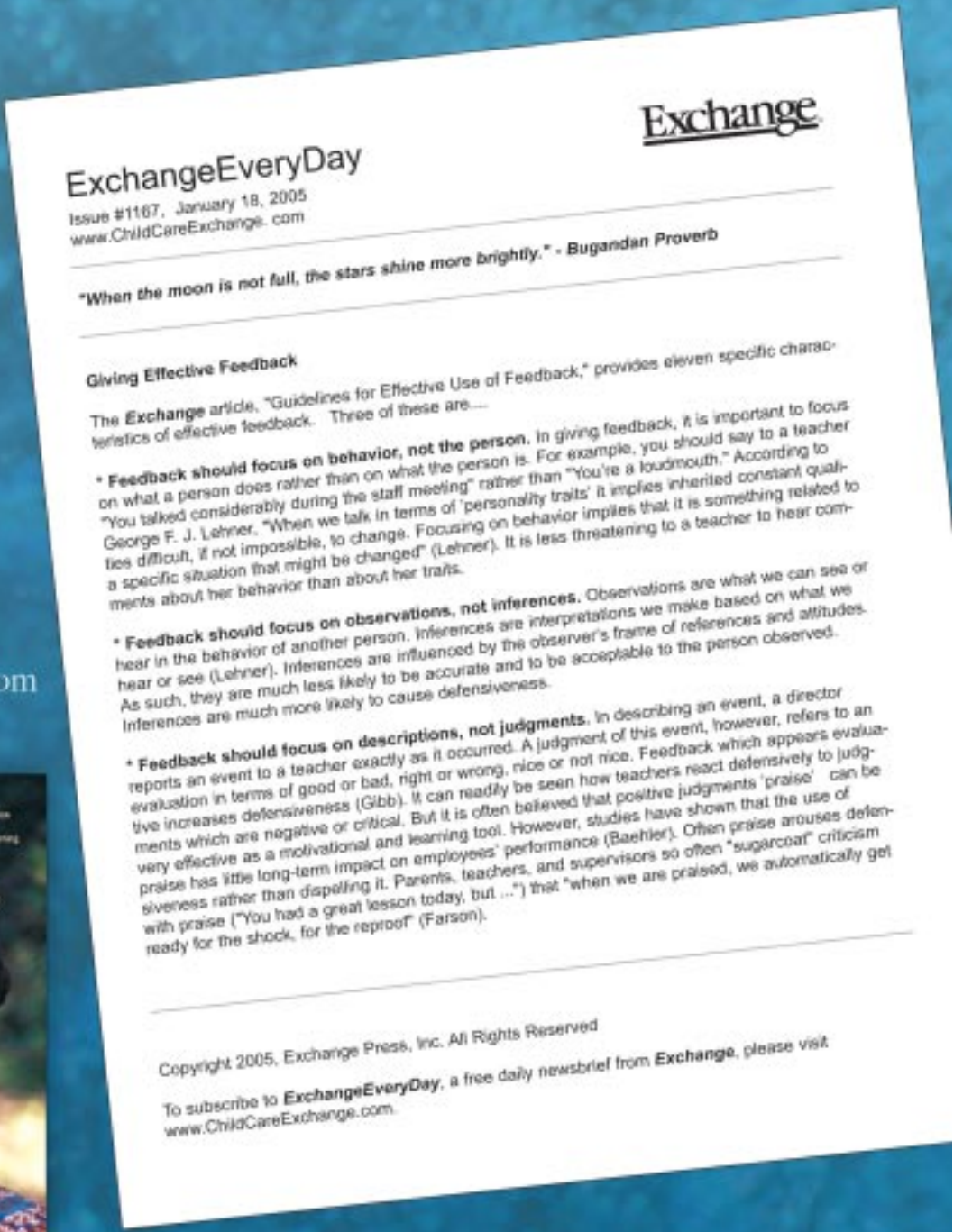
More Resources

Children Missing from Care: An Issue Brief
www.cwla.org/programs/fostercare/childmiss.htm#issuebrief

Children Missing from Care: Proceedings of the Expert Panel Meeting, March 8–9, 2004
www.cwla.org/programs/fostercare/childmiss.htm#proceedings

National Center for Missing and Exploited Children
www.ncmec.org

Receive your free subscription to ExchangeEveryDay!



Exchange

ExchangeEveryDay

Issue #1167, January 18, 2005
www.ChildCareExchange. com

"When the moon is not full, the stars shine more brightly." - Bugandan Proverb

Giving Effective Feedback

The ***Exchange*** article, "Guidelines for Effective Use of Feedback," provides eleven specific characteristics of effective feedback. Three of these are—

• **Feedback should focus on behavior, not the person.** In giving feedback, it is important to focus on what a person does rather than on what the person is. For example, you should say to a teacher "You talked considerably during the staff meeting" rather than "You're a loudmouth." According to George F. J. Lehner, "When we talk in terms of 'personality traits' it implies inherited constant qualities difficult, if not impossible, to change. Focusing on behavior implies that it is something related to a specific situation that might be changed" (Lehner). It is less threatening to a teacher to hear comments about her behavior than about her traits.

• **Feedback should focus on observations, not inferences.** Observations are what we can see or hear in the behavior of another person. Inferences are interpretations we make based on what we hear or see (Lehner). Inferences are influenced by the observer's frame of references and attitudes. As such, they are much less likely to be accurate and to be acceptable to the person observed. Inferences are much more likely to cause defensiveness.

• **Feedback should focus on descriptions, not judgments.** In describing an event, a director reports an event to a teacher exactly as it occurred. A judgment of this event, however, refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Feedback which appears evaluative increases defensiveness (Gibb). It can readily be seen how teachers react defensively to judgments which are negative or critical. But it is often believed that positive judgments 'praise' can be very effective as a motivational and learning tool. However, studies have shown that the use of praise has little long-term impact on employees' performance (Baehler). Often praise arouses defensiveness rather than dispelling it. Parents, teachers, and supervisors so often "sugarcoat" criticism with praise ("You had a great lesson today, but ...") that "when we are praised, we automatically get ready for the shock, for the reproof" (Farson).

To subscribe to **ExchangeEveryDay**, a free daily newsbrief from **Exchange**, please visit www.ChildCareExchange.com.

To register for our daily online newsbrief, visit www.ChildCareExchange.com

www.Childcareexchange.com
Exchange™
The Early Childhood Leaders' Magazine Since 1976

CHILD WELFARE LEAGUE OF AMERICA

Book Bin

The *CWLA Book Bin* is a reader's service designed to make it easy for you to purchase professional development and parenting books. Browse our extensive list of additional resources at www.cwla.org/pubs, or call our toll-free customer service line at 800/407-6273.

5 Easy Ways to Order

Online: www.cwla.org

E-mail: orders@cwla.org

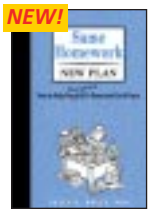
Phone: 800/407-6273 or 770/280-4164 (ET)

Fax: 770/280-4160

Mail: CWLA
PO Box 932831
Atlanta GA 31193-2831

Parenting

NEW!



Same Homework, New Plan: How to Help Your Kid Sit Down and Get it Done
By Sally G. Hoyle PhD
Offers parents easy-to-follow steps to a successful homework management strategy designed to help parents reclaim their family's evenings and weekends, and help their kids succeed.
Item #10730/$11.95/paperback

NEW!

You Can't Scare Me… I Have a Teenager! A Parent's Basic Survival Guide
By David Gold PhD and Thomas Stacy PhD
Learn real-world techniques created to help parents stay sane while raising their teens to become caring, responsible adults.
Item #10390/$14.95/paperback

Simple Secrets of Parenting: Easy as ABC
By John Q. Baucom, Illustrated by Cathy Abramson
Terrific child-rearing tips and information fill the pages of this insightful how-to-guide for anyone living with children.
Item #6380/$18.95/paperback

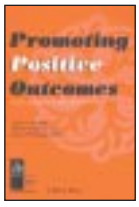
Respectful Parenting: From Birth through the Terrific Twos
By Joanne Baum
Describes a child-centered approach to parenting, including effective strategies for every need, parenting tips, and anecdotes.
Item #7645/$16.95/paperback

Engaging Youth

America's Disconnected Youth: Toward a Preventative Strategy
Edited by Douglas Besharov
Describes the reasons why youth may be "disconnected"—or experiencing difficulty moving through adolescence and into productive, fulfilling adulthood—and examines important strategies for assisting them.
Item #7564/$28.95/paperback

Helping Children Manage Stress: A Guide for Adults
By James H. Humphrey
Learn what adults can do to prevent and minimize the harmful consequences of stress in children.
Item #6681/$12.95/paperback

The Promotion of Wellness in Children and Adolescents
Edited by Dante Cicchetti, Julian Rappaport, Irwin Sandler, and Roger P. Weissberg
Discover what can be done to help disadvantaged or maltreated children tap into their strengths and resilience to maximize healthy development.
Item#7912/$28.95/paperback



Promoting Positive Outcomes
Edited by Arthur J. Reynolds, Herbert J. Walberg, and Roger P. Weissberg
Read about practical solutions designed to promote competence in children, like parenting programs, lifeskills training, and school-family partnerships.
Item #7599/$32.95/paperback

Assessing Youth Behavior: Using the Child Behavior Checklist in Family and Children's Services
Edited by Nicole S. Le Prohn, Kathleen M. Wetherbee, Elena R. Lamont, Thomas M. Achenbach, and Peter J. Pecora
Thirty researchers discuss the benefits and challenges of the Child Behavior Checklist, a reliable and valid instrument used by professionals for many years.
Item #7777/$18.95/paperback

Working with Traumatized Children: A Handbook for Healing
By Kathryn Brohl
This practical guide offers an effective, step-by-step process for helping to heal children who are affected by Post-Traumatic Stress Disorder.
Item #6339C/$19.95/paperback

Foster Care

NEW!

Children Missing from Care Best Practice Guidelines
Provides agencies with an effective tool to develop administrative policies, procedures, and case practices that will decrease the likelihood of children going missing from out-of-home care.
Item #10714/$14.95/paperback

Management

Strategic Business Planning: Securing a Future for the Nonprofit Organization
By Miriam P. Kluger, William A. Baker, and Howard Garner
Outlines the components of a strategic business plan, from mission, to vision, to strategic development and implementation.
Item #7300/$18.95/paperback

Periodicals

Children's Voice
CWLA's signature magazine provides an honest, inspirational look at the hottest topics, best practices, and latest research in child welfare, plus news to connect you to valuable resources and services. A must-read for child advocates everywhere!
Item CVBB05/$19.97/one year (6 issues)

Child Welfare Journal
Each peer-reviewed issue offers comprehensive coverage of the latest, research, practice issues, program developments, and more... all vital for informed, thoughtful decisionmaking.
INDIVIDUALS:
Item CWBBIND/$99/one year (6 issues)
INSTITUTIONS:
Item CWBBINS/$129/one year (6 issues)

Order 24 hours a day, 7 days a week at www.cwla.org/pubs

The Down to Earth Dad

Calmness in an Age of Anxiety

By Patrick Mitchell

I didn't answer my cell phone for a full day last week; in fact, I didn't even check to see who had called. It was part of my plan to surrender to calmness more often as an alternative to worrying about not keeping up with every detail of everything every day.

My wife thought I was half crazy to let my calls go, but then the world has gone half mad anyway, says Henry B. Biller, professor of psychology at the University of Rhode Island, and coauthor of the soon-to-be-published book, *Hope in the Age of Anxiety.* Parents who rush too much, the clinical psychologist told me, may be sacrificing calmness for anxiety as they strive to live up to frenetic expectations they carve for themselves on daily to-do lists.

"Time To Get Up!"

From the moment some parents and children get up in the morning, Biller says, they're rushing around. That's easy enough to believe when I consider my own life and as I think of the lives of my friends and relatives. Even their children (and mine) appear to have packed schedules.

"Parents are rushing their kids," Biller says. "It's 'Hurry up, we've got to get to school,' or 'We've got to get somewhere… did you do your homework? Brush your teeth,' and 'Rush, rush, rush.' And then it's 'Who's going to pick up the kids to take them to their sports practice, or their religions practice, or their extra tutoring?' Keep kids busy, keep 'em out of trouble—that's the mantra."

The mantra is wrong, though, he cautions. "Everybody's so concerned about material things and so worried about the future that they forget about today and the relationships they have and the tremendous importance of spending time together and sharing. Children are getting overloaded, just like their parents. Parents are piling more and more on kids, teachers are piling on more and more homework…and the children's days are [becoming] just as filled up as their parents'."

More Doesn't Mean *Better*

Just because you *can* do something doesn't mean you *should* do it. Parents should remember their children are watching their every move and basing their own emerging characters, in one way or another, on the things their parents say and do. Children are learning to load themselves up, Biller says, often getting into the daily schedule-anxiety grind with the zeal of their overloaded parents.

They're filling their days, he says, with lessons, events, timetables, and a dizzying array of stuff that overwhelms everyone involved. Parents would do well to tone down their own to-do lists, and the lists they make for their children as well, and teach their children to relax a bit and become relatively calm in an age of anxiety.

"Particularly with young kids," Biller says, "one of the biggest issues is, What is it that you want, and what does the child want? What's the difference between you and the child? People get really mixed up about that. I think a lot of kids are stressed out because we, as a society, live like more is better."

But more is not always better, he says, noting that some stressed-out children go along with their parents' wishes but inside secretly yearn for a relatively calm day, a calm week, a calm childhood. They'd cash in calmness if only they knew such a choice existed. Biller believes parents would do well by their children to reassess their goals for themselves and for their kids and include calmness as a goal in their reassessment.

Relax and Get Real

The remedy, Biller says, includes giving yourself and your children a good dose of calmness from time to time, and as often as possible. "You are a frame of reference for your children. Realize that the child may want to identify with some of the things about you, but not other things. Be a real person. Don't be some kind of artificial construction, where you feel you're going to be some kind of godlike figure in the child's life. Nobody's perfect. But maybe you can become a better person by trying to be better with your child, and you can grow, too."

Patrick Mitchell writes and publishes a monthly newsletter, The Down to Earth Dad, *from his home in Coeur d'Alene, Idaho. His column in* Children's Voice *appears on an occasional basis. To reserve Patrick Mitchell for speaking engagements and workshops, call him toll-free at 877/282-DADS. Subscribe to* The Down to Earth Dad *by sending $33 to* The Down to Earth Dad, *PO Box 1907, Coeur d'Alene, ID 83816. Discounts are available for large volume newsletter orders via grants and organizational sponsorship. E-mail: patrick@downtoearthdad.org. Website: www.DownToEarthDad.org.*

CHILD WELFARE LEAGUE OF AMERICA NATIONAL CONFERENCE
February 27–March 1, 2006 • Marriott Wardman Park • Washington, DC

A SAMHSA/CSAP Model Program !

Parenting Wisely

highly interactive cdrom programs and video series

SAMHSA Model Program

Strengthening America's Families Model Program

Proven effective in reducing verbal and physical aggression, the frequency and severity of child behavior problems, teen and parent substance use, and in strengthening and improving parent-child bonds!

Parenting Wisely:
Teens and Pre-teens

Parenting Wisely:
Young Children

Parenting Wisely:
Fostering & Residential Care

Family Works, Inc, 340 W. State St, Athens, OH 45701 Toll free:1-866-234-9473 Fax: 541-482-2829 **www.parentingwisely.com**

Call or email to receive a FREE Parenting Wisely demo CDROM & Preview Materials!

New Technology Streamlines Case Management in Washington State

After a six-year legal battle, the Washington Department of Social and Human Services (DSHS) settled a multimillion-dollar class action lawsuit in 2004 filed on behalf of Jessica Braam and some 3,500 other foster children who had been moved three or more times while in foster care. More than one-third of the children had each been placed in over eight homes.

The settlement required DSHS to make major changes in its system of placing and caring for children in state custody. As a result, DSHS authorized a Children's Administration–Geographic Information Systems (GIS) Pilot Project for social workers to more effectively track children in the foster care system, including children's geographic relationships to families, schools, community services, transportation, and other important resources. DSHS contracted with Scientific Technologies Corporation (STC), a public health technology information company, and its business partner ESRI to create a more robust case management system with integrated GIS. Based on the pilot's success, state officials are now considering permanently replacing their existing system with the new technology.

DSHS Program Manager Pat Brown says, "We saw in the pilot application how data mapping would allow our field staff to visualize the relationships among referrals, biological homes, foster homes, schools, and health providers, to name a few, in ways that would dramatically improve the safety, permanency, and well-being of children in out-of-home care."

A recent Urban Institute study shows 88% of states are currently working to improve their child welfare case management process. Case reporting and placement data are often fragmented because of archaic information management systems. Social workers typically must search multiple databases to find information to make the best placement decision, bogging down an already overloaded system and placing additional stress on placement workers.

Before developing the software for DSHS, the vendors performed an in-depth needs assessment and interviewed social workers. Because GIS was a focus of the project, interviewers learned which spatial issues were most relevant to placement decisions. Then they integrated all aggregate data into a central location, allowing social workers to access the information quickly. An Oracle database supported the data integration.

All existing Children's Administration data were address geocoded, which is the process of linking data to a geographic location. Users can add or delete information, such as the location of relatives, schools, friends, medical facilities, and registered sex offenders, by creating an acetate layer. Spatial analysis also provides maps of available foster homes within a set distance of a child's school district.

"GIS is the best tool I've seen for helping us protect vulnerable kids," says Kenneth Nichols, Administrator for Washington's Division of Children and Family Services. "Using GIS, we can see where kids are and create wraparound care for them that is both reasonable and cost effective."

Neal Cotner, a state social work supervisor, adds, "This mapping system added a new dimension in social work practice by raising the awareness of the child and [the child's] surroundings in a graphic, cohesive manner that could be viewed layer by layer as the social worker saw fit."

—Tiffany Potter, Scientific Technologies Corporation

Winning Strategies for the Game of Life

As a former high school principal and teacher, Jimmy Hines knows how students look up to high school athletes as role models. With this in mind, Hines, Director of Health Education and Health Promotion for the Cleveland County, North Carolina, Health Department, placed calls to a few high school coaches in his rural county with a proposal to teach male student athletes about behaving responsibly when it came to sex, including preventing pregnancy and sexually transmitted diseases.

The head football coach at Cleveland County's Shelby High School liked the idea and invited Hines to teach the program one day a week during a weight training class attended by 28 boys, most of them football players. For 16 weeks, Hines conducted the male-oriented teen pregnancy prevention program called Wise Guys, developed by the Family Life Council in Greensboro, North Carolina.

Hines targeted the athletes not only because of their status as role models for other students, but also because he believes there aren't enough pregnancy prevention programs aimed at young males. "We wanted them to understand that society generally gives respect to people who show responsibility for their actions," Hines says.

Class discussions centered on self-esteem, masculinity and sexuality, communication, and parenthood. In one session, the

athletes examined what it meant to be a man and how stereotyped male attitudes can lead to problems such as verbal harassment and dating violence. Working in teams, the students designed posters describing their definitions of male sexuality. In another session, the students wore pregnancy belly simulators weighing 40 pounds to empathize with the physical discomforts females experience during pregnancy.

"As they grew to trust me, they began to be a whole lot more intuitive in their thinking," Hines says of the students. But he notes it isn't easy teaching such sensitive issues to teens. "If you're going to teach this curriculum, it helps to have somebody who has a good background in health education and is comfortable with sexuality issues."

▲ Wise Guys program participants gather images defining male sexuality.

◀ Jimmy Hines explains to the school athletes how they can be important role models.

Although Hines did all of the teaching, Shelby High coaches also went through a two-day training in the Wise Guys curriculum to prepare them for being approached individually by students who might have questions.

At the end of the program, Hines held a recognition ceremony and gave the students certificates and footballs. The students also heard from guest speaker Eric Brewton, a three-time all-American football player for Garner Webb University.

The Adolescent Pregnancy Prevention Program of North Carolina funded the program through a $10,000 grant, which has been renewed for the 2005–2006 school year so the program can be taught again at Shelby High, as well at another county high school. Some of the students who completed the fall 2004 class will also visit area middle schools to share some of what they learned with younger students.

To learn more about the Wise Guys program, visit www.wiseguysnc.org.

Initiative Promotes Weekend Foster Parenting

A major push is under way by the Metropolitan Washington Council of Governments (COG) to bolster the number of foster parents in the Washington, DC, region, and to find volunteers willing to give area foster parents a break at least once a month.

Thanks to federal funding and funding from the Freddie Mac Foundation, COG's new Work of Heart Regional Recruitment Initiative will train current foster parents how to recruit more full-time foster parents. For their efforts, these "foster parent consultants" will receive a $500 monthly stipend for working 20 hours a month to recruit more families. COG's goal is to recruit, train, and license at least 125 new foster parents—a 20% increase in foster families in Washington and surrounding Maryland and Virginia counties—who will accept children with special needs and groups of siblings.

Another aspect to the initiative is a new Volunteer Respite Program designed to give full-time foster parents a break by allowing volunteer foster parents to watch foster children once a month. The volunteers undergo 30 hours of training in one weekend and must fulfill all other requirements necessary to become licensed foster parents; COG reimburses licensing costs. The goal is to license 100 weekend foster parents.

"Providing respite care for the District's foster children will help keep licensed parents motivated to continue their valuable service to the community," says Washington Mayor Anthony Williams. "The program will not only provide foster parents with the opportunity to rest, but it will also increase the number of caring, supportive adults in the lives of our city's foster children."

On any given day, 6,000 children are in foster care in metropolitan Washington. About 1,400 of those children are eligible for adoption but have no adoptive placement identified for them.

Since receiving local media coverage about the Volunteer Respite Program, Work of Heart Director Terri Braxton says her phone has been ringing off the hook. Many of the callers tell her they have been considering becoming foster parents, and volunteering is a good way to find out if the job is right for them. "We've gotten thousands of calls," Braxton says. "We had no idea we'd get this response."

Other Voices

Truly Equal Education Can Be Challenged by Human Diversity

By Sue Stepleton

Diversity in culture, race, and language are threads in the unique fabric of humanity. Unfortunately, the disparity in "equal" education and social opportunities among young children has created an unintentional pitfall in which *diversity* can simultaneously mean *disadvantaged.*

The Future of Children's Spring 2005 policy brief, *Closing Achievement Gaps,* states that test score disparities among racial and ethnic groups are a prominent feature in today's educational landscape, with African American and Hispanic children regularly falling far behind white children. At Parents as Teachers National Center, a nonprofit provider of parent education curriculum and support materials, we've found that school readiness scores at high-poverty schools are typically lower than at schools with low poverty levels.

This disturbing data poses a challenge for us in early childhood fields, because even preschool gaps can signal poor outcomes later in life. Children who score poorly on tests of intellectual skills during preschool do less well in elementary and high school. And, according to the Future of Children's policy brief, they are also more likely to become teen parents, engage in criminal activity, experience unemployment, and become clinically depressed. Early intervention and guidance is essential. So where do we begin to level the field?

We know it's important to reach parents and children as early as possible to start them on the right path to a bright future. Still, challenges exist when trying to achieve racial equity in preparing a child for school. Programs that address racial and cultural equity are few and far between, and resources for materials rich in cultural diversity are also scarce.

Although teaching antiracism is a start, we need to take the next step and recognize our duty to affirm a child's sense of ethnic identity while highlighting intellectual, social, and developmental concepts that transcend differences. We should start equipping early childhood professionals, teachers, parents, and others who guide children with useful, sensitive multicultural and bilingual curricula that are, at this point, difficult to find.

Parents as Teachers, the largest private parent education program in the nation, is carefully considering the role of identity and culture in delivering child development information to parents and families. This year, Parents as Teachers added a human diversity component to the latest edition of its *Born to Learn* curriculum for prenatal to 3 years and is focusing on cultural sensitivity in its parent educator training. One-third of the families Parents as Teachers serves are minorities; we must adapt our program to fulfill the needs of the diverse cultures we serve.

Most importantly, the core concepts remain consistent for all participants, so all families are receiving the same research-based information. Our adaptations include:

- adding to the curriculum "notes from the field"—real-life examples of how Parents as Teachers programs around the world are successfully growing in cultural competency;
- featuring culturally sensitive discussion topics for personal visits to call attention to issues that could be interpreted differently among cultures;
- incorporating additional resources, culturally appropriate rhymes, stories, and songs used in visits with parents and families; and
- suggesting cultural sensitivity when it comes to encouraging families who may need special services, and identifying the most appropriate resources and providing referrals.

This same approach could do wonders for children as they grow—ideally, they'd be receiving information with cultural filters that would allow them to more easily apply it.

For instance, English-language learners face unique challenges when raising young children. Parents must not only acclimate to a new country and culture, but also learn how to navigate the American education, health, and social service systems. To effectively reach and serve these families, we need programs that speak to their unique needs, as well as strengths, and are delivered in a way that connects them with their children, their family, and the greater community. Again, the information is standard, but the delivery is tailored. It will provide tremendous cost savings in the long run, and legislators are beginning to take notice.

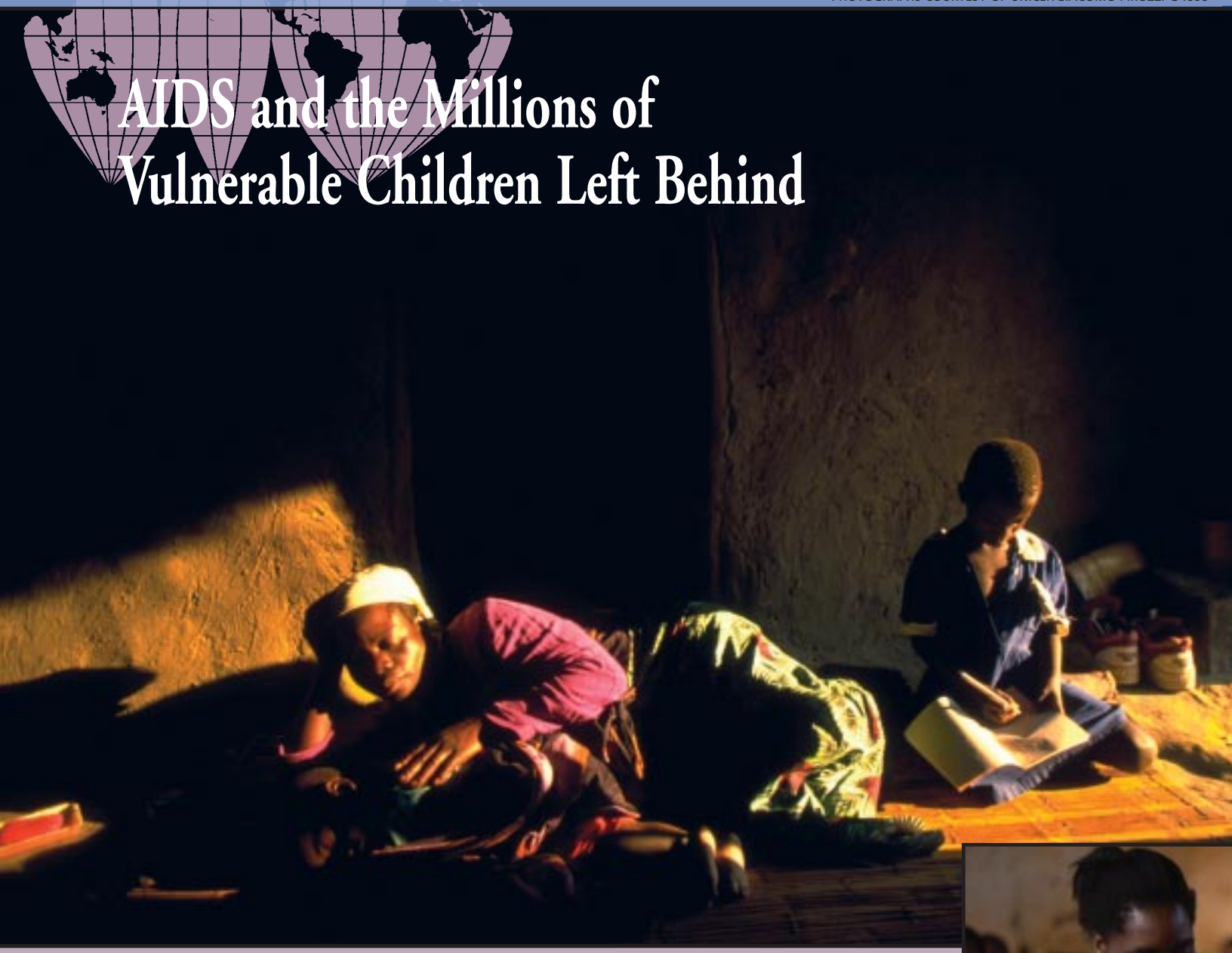
In March, U.S. Senator Christopher "Kit" Bond (R-MO) reintroduced the Education Begins at Home Act. The legislation would establish the first dedicated federal funding to support parents with young children through quality home visits. The bill provides $500 million over three years to expand parent education services through quality early childhood home visitation programs, with a special emphasis on families with English language learners. It's this type of far-reaching, cooperative effort that allows us to unequivocally view human diversity as a cohesive strength, rather than a divisive shortcoming.

Sue Stepleton is President and CEO of Parents as Teachers National Center, St. Louis, Missouri.

"Other Voices" provides leaders and experts from national organizations that share CWLA's commitment to the well-being of children, youth, and families a forum to share their views and ideas on cross-cutting issues.

PHOTOGRAPHS COURTESY OF UNICEF/GIACOMO PIROZZI ©1998

AIDS and the Millions of Vulnerable Children Left Behind



For decades, AIDS has taken a devastating toll on the world, particularly in sub-Saharan Africa. For the children in this region, thousands have lost their lives too soon, and millions more have become parentless.

The numbers are staggering. Worldwide, 14 million children under age 15 have lost one or both parents to AIDS. This number is expected to exceed 25 million by 2010, according to UNICEF. By some accounts, in sub-Saharan Africa alone, which is home to 24 of the 25 countries with the world's highest levels of HIV prevalence, AIDS has killed one or both parents of an estimated 12 million children. Experts predict that in 12 African countries, orphans will comprise 15% of all children under age 15 by 2010.

Compounding the problem for Africa's orphaned young are the millions of deaths of the adults who could have cared for them. Whole family support structures are eroding due to AIDS, leaving orphaned children more vulnerable than usual to physical and emotional damage, and further burdening caregivers, many of whom tend to be grandparents and other elderly members of extended families. In many cases, orphans are forced to head their own households.

As a result, AIDS is leaving millions of orphans worldwide at greater risk of becoming victims of violence, exploitative child labor, discrimination, and other abuses. Unaccompanied girls are at espe-

Two sisters do homework in the doorway of their house in Uganda. The two girls and another sister have been living with their blind grandmother since their parents died of AIDS two years ago.

In Zambia, while a woman sweeps and another child stands neaby, brothers wash clothes outside the house where they live with a foster family since being orphaned by AIDS.

A girl orphaned by AIDS reads, sharing a floor mat with her foster mother in Kitwe, Zambia

cially high risk of sexual abuse, which, in turn, increases their likelihood of becoming HIV-positive. In Zambia, a study by the International Labour Organisation shows most children in prostitution are orphans, as are most street children.

In a speech in South Africa in 2003, former UNICEF Executive Director Carol Bellamy said,

> *These children need more than inspiring words. They need leadership that touches their lives directly. They need action that is taken to scale—action that grows out of a unified and targeted strategy that will protect, respect, and fulfill the rights of all orphans…In the face of this crisis, all of us have an obligation to mobilize commitment and to help build the capacity to act.*

Efforts to provide supports to orphans and other children made vulnerable by HIV/AIDS have increased in recent years. In the 2001 UN General Assembly Special Session on HIV/AIDS, countries vowed to develop national policies and strategies that build and strengthen the ability of governments, communities, and families to support orphans and children affected by HIV/AIDS. In 2004, the UNAIDS Committee of Cosponsoring Organizations endorsed a *Framework for the Protection, Care, and Support of Orphans and Vulnerable Children Living in a World with HIV and AIDS,* a document outlining how best to respond to the growing number of orphans and other children made vulnerable by HIV/AIDS.

A teacher helps a girl with a lesson at the Linda Community School, Livingstone, Zambia.

On the local level in sub-Saharan Africa, organizations are regularly sprouting up to meet the needs of AIDS victims and the children left behind. For example, in Uganda, where, according to UNAIDS, the HIV prevalence rate has been declining, the Uganda Women's Effort to Save Orphans is helping communities start income-generating projects such as beekeeping or sustainable farming. Another Ugandan organization, Action for Children, has been conducting the Grannies Project to support grandparents looking after grandchildren who have been orphaned by HIV/AIDS by providing early childhood development programs for children under 8 years old.

Despite the many challenges they face, most organizations believe that young people are the key to turning back the disease. According to UNICEF, prevalence rates—from sub-Saharan Africa to South East Asia and the Americas—are falling among young people who have been equipped and motivated to make safe behavioral decisions that block the spread of HIV. Even so, AIDS education is still far from universal. In sub-Saharan Africa, UNAIDS estimates only 8% of out-of-school young people, and slightly more of those in school, have access to education on prevention.

To learn more, visit the UNAIDS website (www.unaids.org), UNICEF (www.unicef.org/aids), or the U.S. Agency for International Development (www.usaid.gov).

Other resources include:

- *Orphans and Other Vulnerable Children Support Toolkit: A CD-Rom and Web Site for NGOs and CBOs.* Released by Family Health International and the International HIV/AIDS Alliance in 2004, this toolkit offers more than 300 resources and supporting information on how to assist orphans and other vulnerable children. It is downloadable at www.ovcsupport.net.
- *Africa's Orphaned Generations.* This 52-page report, published by UNAIDS and UNICEF in 2003, provides data and analysis on caring practices, coping mechanisms, and the effect of orphaning on children, families, and communities. Available at www.unicef.org/media/files/orphans.pdf.

Engaging Youth for Youth ...a Perfect Match

Finding perfect matches in life can be challenging—whether it's finding the perfect mate, the perfect job, or the perfect home. In child welfare, perfectly matching children's needs to the appropriate resources and services can be even more challenging. But at least one resource is too often underused, despite being ideally suited to child welfare—youth who want to help other youth in need.

Twenty-year-old Laura Greer wowed the audience at CWLA's 2005 National Conference when she shared the story of her successful experience as a high schooler volunteering at a Miami emergency shelter. Lending youthful energy and optimism to the job, she interacted with children of all ages and became an integral part of the shelter's staff, who in turn entrusted her to perform more than just menial jobs. Laura's interaction with other youth not only helped her define who she was but also led her to make a unique contribution to the child welfare field and to children and youth in foster care by writing *What's Happening? A Guide for Kids Entering Foster Care,* published by CWLA.

Today, as a Yale University student, Laura continues to work with youth. A member of the Community Health Educators at Yale, she provides health instruction to high school students in New Haven. And she continues to advocate for youth in need by volunteering in a guardian ad litem program.

Mary Lee has also brought valuable perspective and experience to the field. As a former youth in foster care, adopted shortly before her 18th birthday, Mary has committed to giving back to the system in which she grew up. Since age 15, she has worked to improve the foster care system, including serving on CWLA's National Foster Youth Advisory Council, the Tennessee Youth Advisory Council, and the Tennessee Commission on Children and Youth, and working as an intern for the Congressional Coalition on Adoption Institute. Now 23, Mary graduated last year from Austin Peay State University with a bachelor's degree in social work and is interning as a consultant for the Jim Casey Youth Opportunities Initiative.

Here, both young women share their stories with *Children's Voice* readers. Laura shares how by closely listening to children in need, she discovered that their questions and fears about foster care often went unanswered. Mary shares how, from personal experience, she understands youth can view foster care as a punishment rather than an opportunity, and she is working to address this misperception. Both women are proof that positive results come from youth helping other youth.

Engaging Youth

...in the Child Welfare System

By Mary R. Lee

I am no stranger to the child welfare system, and I understand the importance of the system because of my personal experiences with it. At age 12, I entered foster care due to abuse and neglect, and I remained in the child welfare system for almost five years.

Although my case was reviewed every six months, it wasn't until I was 16 that a judge asked me what I wanted for my life. I replied, "I want what everyone wants—a family of my own." I asked to be adopted, even though I knew my chances were slim because of my age.

People, including case managers, didn't understand why I wanted to be adopted, and they tried to prepare me for the rejection of not finding a family. I told them I had to try because I wanted a family—a home to go to during school breaks, a dad to walk me down the aisle, grandparents for my children, and the reassurance I would have unconditional love and support for the rest of my life. Family isn't just about now, it's about the rest of your life.

Because a judge listened to me, I was adopted one week before my 18th birthday by my case manager and his family. I knew he and his wife were participating in adoptive parent training—what a wonderful surprise to learn it was because they wanted to adopt me! If I hadn't spoken up for myself that day seven years ago, I wouldn't have a family. I would have aged out of the system like so many other foster youth, without any permanent connections.

For the past eight years, I have been dedicated to influencing and improving the foster care system for children who would follow me. I became involved in child advocacy after attending a local foster teen conference. I was amazed to see other youth who were involved, and it inspired me to become a child advocate.

In 1996, I applied to be a member of the Tennessee Youth Advisory Council (TYAC), a group of youth currently in foster care and adults who wanted to make a difference in the foster care system in Tennessee. TYAC gave me the opportunity to help make improvements in the foster care system and engage the community by allowing me to speak to youth, foster parents, Department of Children's Services staff, judges, legislators, and the Governor. I've also had the privilege of attending national conferences, where I met First Lady Hillary Clinton.

I have served on Youth Advisory Councils at the local, state, and national levels, and I am currently president of CWLA's National Foster Youth Advisory Council. In 1999, Governor Don Sundquist appointed me to the Tennessee Commission on

See, *Mary Lee,* page 22

Engaging Youth

…as Volunteers

By Laura Greer

This is the story of how I got involved in foster care, why I stayed involved, and how that led me to write a book, *What's Happening? A Guide for Kids Entering Foster Care.* By sharing my personal experiences as a volunteer, I hope to offer some ideas about how to attract and keep dedicated young volunteers.

Trying to improve the lives of the children may seem overwhelming sometimes, but the incremental changes we make every day add up to a major positive impact on our communities. The energy of young volunteers is a crucial resource organizations can harness to make those changes possible. Young volunteers don't necessarily know or think about the volunteer opportunities in their communities, so organizations may have to employ nontraditional recruiting methods to attract talented youth. Young adults aren't necessarily going to call your organization or show up at a volunteer open house. They may not even know you're out there! Even if they do know about the organization, they may never have thought about volunteering, or they may not know how to get started.

I got involved as a volunteer with foster children because a family friend reached out to me personally, saw I had some extra energy, and thought I could put it to use at the foster care shelter where she worked. She invited me to meet her one afternoon at the emergency shelter of the Children's Home Society (CHS) in my hometown of Miami, Florida. The personal connection she made with me, and her encouragement, were vital to capturing me as a volunteer. I had enjoyed volunteering through my school, but it hadn't occurred to me to take the next step and start volunteering regularly until my friend talked to me about it.

So the first step to increasing the number of young volunteers at your organization is to try to reach them through friends, family, teachers, or religious leaders who can make a personal contact with them and introduce them to your organization.

Once they have been introduced to your organization, the second step is to make a warm, friendly first impression. My friend's one-on-one recruiting got me down to the CHS shelter, but it was the professionalism of the staff and the orientation program that made me feel part of something special. I can't overstate the value of putting new volunteers at ease. They may not know what to expect and may be self-conscious or uncomfortable in an adult environment, so making them feel welcome, comfortable, and needed is critical.

See, *Laura Greer,* page 23

Mary Lee, From page 21

Children and Youth; in 2002 Governor Phil Bredesen reappointed me to another three-year term. As a commission member, I am responsible for reviewing policies and bills related to children's issues and making recommendations to the legislature.

My passion about issues surrounding foster care and adoption has led me to devote my future to child advocacy. I have a unique knowledge of the child welfare system, and I can use my experience to help other youth.

Foster care isn't the path I would have picked for my life, but I have chosen not to dwell on the negative aspects of being a foster child. Instead, I made a conscious decision to look at foster care as an opportunity rather than a punishment. I know foster care was the best thing that could have happened for me as a child. Because of the system, I was able to find a family, complete high school, and graduate from Austin Peay State University in 2004 with major in social work.

This allowed me to make my time in foster care a positive aspect of my life. I wouldn't be the person I am today if I had not been in foster care. Now I work to ensure that each child in foster care has the opportunity to exit care a better person than before entering custody. Each child has the right to receive the necessary services and resources to ensure that he or she becomes a successful adult. Former foster youth have an amazing opportunity to support children by making sure they are aware of their rights and to ensure those rights are protected.

In 2004, the Congressional Coalition on Adoption Institute selected me to serve as an intern in the office of Senator Elizabeth Dole in Washington, DC. The internship allowed me to observe the process of creating policies and laws. Researching pending legislation and attending committee hearings, meetings, and press conferences was an incredible education and gave me a broader understanding of the legislative process. The experience reinforced my desire to obtain a law degree and pursue a career as a child advocate.

Now I'm working for the Jim Casey Youth Opportunities Initiative (JCYOI), whose mission is to help foster youth successfully transition from foster care to adulthood by supporting them in the areas of personal and community engagement, education, employment, housing, and health care. Working for JCYOI gives me the opportunity to use my experiences in foster care to improve the lives of foster youth through public will and policy, community engagement, and direct contact with youth. Working to improve the child welfare system isn't just a job, it's my life and a part of who I have become.

By overcoming the adversities in my life, I have become more determined to accomplish my goals and make a difference. My goal is to complete law school so I can develop and improve legislation and policies surrounding children in foster care, in Tennessee and nationally. I also hope to continue sharing my experiences with children in foster care to motivate them to use the foster care system as a stepping-stone for success. Youth in foster care relate and listen to former foster youth because they share a connection of being a foster child. The child welfare system can use former foster youth as child advocates, case managers, mentors, role models, trainers, and recruiters of foster and adoptive families.

As professionals, we can motivate all foster youth to use their experiences in care in a positive manner. Youth in foster care truly are the experts when it comes to the child welfare system, and they should be engaged in improving the system. Youth engagement starts when we ask youth what they want and when we include them in important decisions locally and nationally. Once youth realize their voice is heard, they will continue to speak to the issues of the system. Just like the voice of a young girl who was counting on the child welfare system to do the right thing for her, other children are hoping the system will do the right thing for them.

Laura Greer, From page 21

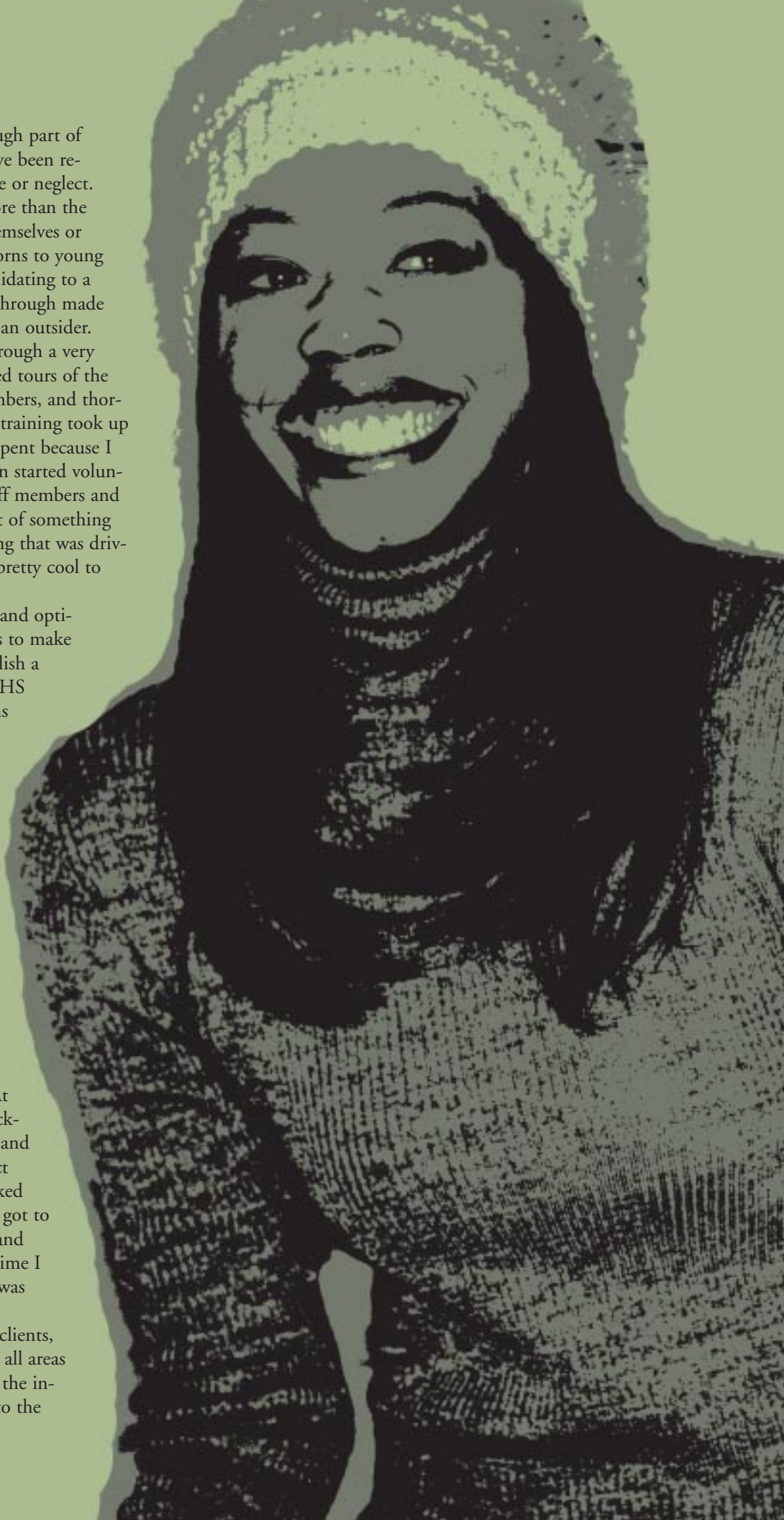
The CHS foster care shelter is in a rough part of Miami. It's the first stop for kids who have been removed from their homes because of abuse or neglect. The kids arrive at all hours with little more than the clothes on their backs. They arrive by themselves or with siblings, and they range from newborns to young teenagers. The emergency shelter is intimidating to a young volunteer, but the process I went through made me feel like part of the organization, not an outsider.

Before I began to volunteer, I went through a very well-thought-out orientation that included tours of the facilities, meetings with various staff members, and thorough training for various situations. The training took up most of a Saturday, but it was time well spent because I felt comfortable at CHS before I had even started volunteering. I had made connections with staff members and other volunteers, and I felt like I was part of something that was organized and focused, something that was driving forward to make a difference. It was pretty cool to feel like part of something that major.

Young volunteers have a lot of energy and optimism. To keep that going, the agency has to make them feel welcomed and help them establish a connection with the organization. The CHS staff never made me feel my contributions were insignificant because I was younger than most of the other volunteers. I wasn't relegated to filing or answering phones. CHS gave me responsibility for caring for the shelter's youngest clients—the newborns, some of them born drug-addicted. I had the opportunity to prove I could handle hands-on work, despite my age. I still did my fair share of folding clothes and photocopying, but I didn't mind because I had a chance to experience the agency's real work.

This strengthened my commitment to volunteering regularly. I usually came to CHS after school a few days a week. At first, I spent my time with the babies, rocking and feeding them, or changing them and providing some of the one-on-one contact that is so vital for those little ones. I worked side by side with a staff member whom I got to know very well. She was always friendly and seemed genuinely happy to see me each time I arrived, which really made me feel like I was part of the team.

Instead of confining me to the littlest clients, the staff encouraged me to spend time in all areas of the shelter. Some afternoons, when all the infants were sleeping, I would be assigned to the



afterschool area for the elementary children. Instead of keeping me away from these kids, because of our closeness in ages, the staff encouraged me to spend time with them. I think they were onto something. Because I was only a few years older, I could blend in just enough to make friendships and provide support, but I was still old enough to help with homework and be a role model. The afternoons I spent with them were probably the most formative of my life.

My years at CHS forced me to think outside my own small life and about the lives of other people my own age. I come from a home with two wonderful parents and two supportive older siblings. Because the kids I was working with were my own age, I think I felt their pain even more deeply. How could their lives be so different from mine? How could other kids be burdened with life experiences and futures that were so unfair?

More importantly, what could I do about it?

The answer to that last question came when I was in 10th grade and volunteering regularly at CHS, working with elementary kids. During those afternoons, the kids would ask me questions like, "Why am I here?," "Where's my brother?," or "When am I going home?" I had no answers, and it broke my heart. I assumed there was some resource, a pamphlet or a book, that could answer these obvious questions. I talked to fellow volunteers and staff members, but no one had ever encountered such a resource.

Without considering the complexity of the challenge, I took on the project that would result in *What's Happening? A Guide for Kids Entering Foster Care,* a question-and-answer book about foster care for foster children that's now distributed nationally by CWLA. When I started, I planned to make a pamphlet with one fold, maybe two if I got ambitious. It would have basic information about foster care, and each child in foster care could get one when he or she arrived at CHS. I didn't anticipate it would take thousands of hours of time and effort and turn out to be a 40-page book with its own ISBN number!

But as I talked to the staff at CHS, particularly the director, the project grew. Instead of pushing me aside or telling me they didn't have time or resources for another project, which they didn't, they encouraged me to be innovative. They lent me books to read full of laws and regulations about foster care. They let me participate in foster parent training so I could see the preparation foster parents receive. When I wanted to interview foster parents and children, they invited me to gatherings and introduced me to everyone. When I came up with a preliminary list of questions and answers, they reviewed them for me.

With encouragement from CHS and lots of perseverance, the Florida Department of Children and Families approved my book for statewide distribution to foster care agencies. Just a year after I had began work on my little pamphlet, my book was actually being used by foster children and the adults who work with them. Soon, the Miami–Dade County Public Schools, the guardian ad litem program, and groups working with children in the foster care system ordered so many copies that we went into a second printing.

One day I was back at CHS, feeling quite good about things, when I overheard a foster child speaking to his brother in Spanish. A large part of the South Florida community, and a growing number of communities in the United States, are native Spanish speakers. That day, I started work on a Spanish translation of the book. In the process, I learned to deal with many cultural issues, including that there is no word in Spanish for foster care. The Spanish version was very popular.

My project was just a small solution to a need I perceived in my community. Because CHS created a welcoming environment for me, a young volunteer, I now have a lifelong commitment to civic activism.

Getting volunteers to think beyond volunteering, to be creative about solutions to problems they see in their communities, and to develop solutions to those problems, is the ultimate goal in recruiting volunteers. By making personal contact with young volunteers, involving them in a real way in your organization, and supporting them when they think creatively, you can contribute to developing the next generation of community leaders.

What's Happening? A Guide for Kids Entering Foster Care

By Laura Greer

CWLA is pleased to make *What's Happening?* available in customized editions to meet the needs of the children in your community, county, or state. This 40-page book has received wide distribution in Florida and Colorado. In down-to-earth, kid-friendly language, it answers the questions every child wants to ask when faced with entering foster care.

Price Schedule

One-time setup fee	$1,000
1,000 copies	$5.80 per book ($5,800)
2,500 copies	$2.76 per book ($6,900)
5,000 copies	$1.72 per book ($8,600)
7,500 copies	$1.36 per book ($10,200)
10,000 copies	$1.22 per book ($12,200)

Prices do not include shipping and tax. Prices subject to change.

For complete information, and to discuss customization options, e-mail books@cwla.org, or call Eve Klein at 202/942-0274.

New Legislation Expands the Availability of Meals to School Children

With yet another school year beginning, it's important to remember that children learn better on a full stomach. Research shows children are more attentive in class and have better attendance and fewer disciplinary problems when they eat a proper breakfast and lunch.

Thanks to the National School Lunch and the School Breakfast Programs, millions of children from low-income families are fed every day in school—about 43 million children receive free or reduced-price breakfast, and some 16 million receive free or reduced-price lunch on a typical school day, according to the Food Research and Action Council (FRAC).

Last year, President George W. Bush signed into law the Child Nutrition and Women, Infants, and Children (WIC) Reauthorization Act, providing numerous changes in the administration and operation of the National School Lunch and School Breakfast Programs. Some of the changes became effective during the 2004–2005 school year; others will be phased in over the next several years. Many of these changes expand eligibility to more students, such as homeless students, and streamline application and verification procedures.

"It is a sign of how fundamentally important, effective, and popular these child nutrition programs are that, in an otherwise politically heated environment, Congress paused to unite in support of feeding our nation's children," said FRAC President James Weill following passage of the legislation. "This legislation will provide greater access and improve the nutritional quality of meals served in schools and out-of-school programs for many low-income children. Kids will be healthier, do better in school, and be better cared for in afterschool, summer, and child care programs."

In addition to helping children learn, federal food programs have been shown to be part of the solution to obesity, not the problem. According to FRAC, recent studies indicate that WIC helps reduce obesity among preschoolers, and food stamps, school lunch, and school breakfast reduce obesity among low-income school-aged girls.

Highlights of the reauthorization legislation include:

- Automatic eligibility for free meal benefits under the National School Lunch and School Breakfast Programs has been extended to all children who are homeless, runaway, or migrant. Even if a child or youth moves into permanent housing and is no longer homeless or migrant, eligibility is effective for the remainder of the school year and up to 30 days into the next school year.
- Eligibility for free and reduced-price school meals will continue throughout the entire school year for all eligible students. Schools can continue a student's eligibility for up to 30 days into the following school year, or until a new eligibility determination is made.
- The act allows more children from military households to receive free and reduced-price school meals by excluding housing vouchers from being counted as income when determining school meal eligibility. This exclusion applies only to households living in housing covered by the Military Housing Privatization Initiative.
- Beginning with the 2005–2006 school year, low-income families will only have to complete one application for all of the children in the household to receive free or reduced-price school meals, instead of separate forms for each child.
- If a family does not respond to requests for documenting eligibility for free or reduced-price meals, the school or district is required to make at least one follow-up attempt to contact the family before terminating their meal benefits. Schools and districts can contract with community-based organizations to do this follow-up.
- Application forms and all communication verifying a student's eligibility must be in a language that parents can understand. Households can submit applications electronically.
- A pilot program promoting healthy eating habits by providing fresh fruits and vegetables to schools was expanded and made permanent. The 2002 Farm Bill provided $6 million for the Fruit and Vegetable Pilot Program for the 2002–2003 school year at 25 elementary and secondary schools in Indiana, Iowa, Michigan, and Ohio, and in seven schools in the Zuni Pueblo of New Mexico. Effective October 2004, $9 million was made available to continue the program for schools that were part of the original pilot, and to expand the program to schools on two Indian reservations and in North Carolina, Pennsylvania, and Washington State.

For more detailed information about changes under the Child Nutrition and WIC Reauthorization Act, visit the FRAC website at www.frac.org/html/federal_food_programs/cnreauthor/School_Meals_Eligibility.html.

Spruce up your holidays with CWLA key chains and pins.

Your friends will surely "PINE FIR" these gifts.

You'll be supporting a worthy cause when you do. All proceeds from the sale of these items support CWLA's efforts to serve more than 9 million vulnerable and at-risk children annually. Be sure to shop our online catalog at www.cwla.org/pubs for other adorable gifts and items.

Pewter Key Chain
Item #0111
$6.00

Children Are My Priority Pin
Item #0137
$5.00

Hug Pin
Item #0134
$5.00

Lil' Tykes Pin
Item #0120
$6.00

Dream Pin
Item #0136
$6.00

Reach for the Stars Pin
(two-tone)
Item #0135
$6.00

Circle of Friends Pin
(tie-tack back)
Item #0115
$5.00

Multi-Colored Hand Pin
(tie-tack back)
Item #0117
$5.00

Children First Enamel Pins
Item #6568
$6.00

Celebrate Diversity Pin
(tie-tack back)
Item #0116
$5.00

5 Ways to Order

Be sure to mention promo code HOUSEDEC

MAIL: CWLA, PO Box 932831, Atlanta, GA 31193-2831 • **PHONE**: 800/407-6273 or 770/280-4164
FAX: 770/280-4160 • **E-MAIL**: order@cwla.org • **ONLINE**: www.cwla.org/pubs

Delivered to you in less than two weeks
For shipping and handling and applicable tax rates, go to www.cwla.org/pubs

CWLA
CHILD WELFARE LEAGUE OF AMERICA
Making Children a National Priority

Socially Responsible Investing: Using Funds for More than Just Returns

By Dave Danielson

Foundations with substantial endowments must take responsibility for ensuring their investments do not support products and services that damage their mission. This ethical imperative may also motivate organizations to make positive investments in corporations that further their social commitments.

Casey Family Programs' board of trustees has, throughout its history, tacitly acknowledged basic precepts of socially responsible investing. In the mid-1990s, Casey adopted an investment policy that incorporated its sense of responsibility. Because of the board's prior commitment, Casey experienced a smooth transition, learning valuable lessons that can help other organizations ensure the success and longevity of their socially responsible investment philosophy.

Defining Socially Responsible Investing

CEOs, CFOs, and COOs interested in using funds for more than just returns must first define what values will drive their socially responsible investing. The challenge comes in translating social values into investment screens—automated filters held with an organization's portfolio custodian. For large organizations, reliable screens will typically map directly to industry codes, which track only a company's primary product or service.

Demand is increasing for more thoroughly researched mutual funds that invest in businesses committed to diversity, fair labor practices, fair trade, and environmental sustainability.

Investment managers are meeting this demand, but their services are primarily available to individual investors and are not extensively supported among mangers of large portfolios. The investment filtering used in smaller mutual funds is substantiated by in-depth, ongoing research, analysis, and evaluation of available documentation, including public reports and press releases.

In the absence of mature screens compatible with their values, large organizations may undertake their own social research. Such research is complex and time-consuming, however—many organizations may decide they lack the resources or skills to devote to an undertaking of such magnitude.

Casey's decision to focus on its mission "to provide and improve—and ultimately prevent the need for—foster care" meant that other social values would not be emphasized in its portfolio. For instance, issues around pollution and the natural environment, though important from a broad social perspective, were not considered to be the primary priority for Casey. This makes good sense from a financial standpoint as well—if Casey focused on every possible social value, it would have a hard time maintaining a portfolio diverse enough to produce adequate returns over time.

Casey selected alcohol, tobacco, and firearms from among the mature screens available for filtering out products that could have the most direct, negative impact on Casey's constituents—youth, foster care alumni, and families. Casey also put its invest-

ment managers on notice to report or avoid investing in corporations thought to engage in regressive child labor practices.

Setting Expectations

After mapping your mission and values to available screens, the next step is to set expectations within your organization. This expectation-setting should highlight the limitations of enforcing social principles; more importantly, it must rationally project the financial implications of socially responsible investing.

Financial projections presented to an organization must, of course, be supported by careful research and analysis. The first step in this process of rational analysis is to build a sample portfolio using proposed screens. Next, compare this sample portfolio to your organization's investment history, determining how your screens would have affected past returns. Although historical comparison is not foolproof, it provides valuable data for understanding how changes in investment policies will affect future returns.

The danger of embracing socially responsible investing without doing analysis and setting expectations upfront is that boards, confronted with unexpectedly low returns, even over a short period, may act in the financial interest of the organization and withdraw from a socially responsible investment plan. With adequate planning and analysis, this doesn't have to happen.

Casey has experienced lower returns during isolated short periods—in comparison with both its past portfolios and Standard & Poor's 500-stock index (S&P 500). But because Casey's board was prepared for deviation and had already decided that the value gained from socially responsible investing offset projected financial costs, the board remained unanimous in affirming its policy. This affirmation has paid off: Over the long term, Casey's returns have not declined as a result of its socially responsible investment policies.

Not all organizations should expect to see such minimal impact on long-term investments. Regardless, the key feature of successful implementation resides in the ability to maintain a rational approach to setting expectations, without allowing emotional perceptions to overshadow careful analysis.

Finally, the board must decide what level of involvement it will have in interpreting and enforcing its screens. The board may be called upon to make decisions about whether to sell its stock in certain companies, or it may decide to apply filters strictly within the portfolio custodian's automatic system, with minimal opportunities for interpretation and judgment on the part of the board.

In 2002, Casey's investment consultants discovered that a major soft drink manufacturer in which Casey held stock owned a small share of an alcoholic beverage distributor in Brazil. This flag arose informally and would not have appeared on Casey's automatic screens. Since this constituted a potential violation of Casey's policies on socially responsible investing, Casey's consultant brought the issue before the board. Ultimately, Casey's board decided not to liquidate the stock. The soft drink manufacturer's connection to the alcoholic beverage market represented an inconsequentially small fraction of the manufacturer's total business and was the result of local regulations surrounding beverage distribution in Brazil.

Although Casey's board voted not to sell its stock in the soft drink manufacturer, the incident exemplifies some of the issues that can face organizations involved in socially responsible investing. Casey's automatic screens are limited in the amount of information they can provide, particularly in international markets. Not all of a company's secondary products and services will appear on the screens, and without the resources to delve deeper, similar undetected situations may exist in Casey's investments. Nonetheless, Casey's commitment to avoid investing in products and services harmful to its constituents remains strong. As demand for socially responsible investment options increases, more screens may become available to help Casey select investments even more carefully.

Socially Responsible Investing Resources Online

Domini Social Equity Fund
www.domini.com/DSEF.html
Both a fund and an index, Domini attempts to duplicate the S&P 500 Index with an eye toward more social screening than mainstream indexes and fund managers provide.

KLD Research & Analytics
www.kld.com
KLD maintains indexes providing groupings of companies that have passed social screening. The KLD website lists several funds, including the Domini index.

Social Investment Forum
www.socialinvest.org
A general source of information on socially responsible investing, the forum includes articles and lists of several mutual funds.

Positive Alternatives to Investment Screening

Withholding funds from products and services that are harmful or opposed to an organization's mission is a common level of involvement. But the philosophy driving socially responsible investing may also lead organizations to examine companies to target for affirmative or strategic investing—not just negative exclusions.

Venture Capital

For some foundations, venture capital investments may be made through program budgets rather than investment portfolios. These programs can have positive financial implications if they are successful in creating new, self-sustained entities that carry on the organization's work with increasing financial independence. Program funds formerly dedicated to these new entities then become available for other programs within the organization.

In 2000, Casey provided all the funding to create the infrastructure of the San Antonio Community Services Transition Center. Among other services, the center provided employment training, independent-living assistance, education services, counseling, and substance abuse treatment to an array of transitioning youth, including youth emancipating from substitute care. Within three years, the center acquired 10 significant collaborators in addition to Casey, and Casey's support represented less

than 17% of the center's total resources. Through its initial investment, Casey was able to create a center that directly promoted its mission and, over time, became less reliant on funding from Casey. From the perspective of socially responsible investing, the transition center represented an excellent return on investment.

Corporate Partnerships

Foundations interested in forming strategic alliances may wish to consider investing in corporations as a way to further entice them to support programs. This may of course result in positive financial returns for your organization, but, more importantly, it builds relationships with potential future partners.

Shareholder Activism

Shareholder activism leads to investments in companies whose policies and procedures you want to change. Shareholder activism is a time-intensive process: It requires marketing plans targeting other shareholders and managers, including meetings, letter campaigns, resolutions, and other attempts to influence opinion.

Because of the time, skill-set, and monetary implications of shareholder activism, organizations pursuing this strategy must have evidence that the changes they are striving for will result in positive practices affecting their constituents without affecting financial returns in the long run. Shareholders who do not consider financial implications are less likely to sustain their activism successfully over time.

Mission-Driven Investing

Related to venture capital is the more general category of mission-driven investing, which targets like-minded companies whose products directly promote the investor's objectives or values. In child welfare, most organizations are nonprofit foundations or government agencies, so opportunities for mission-driven investing are scarce. Organizations working on environmental issues have more obvious opportunities, particularly in commercial alternative energy research and development.

Whether you are an individual interested in socially responsible mutual funds, or an organization interested in investment screening and positive, strategic investing, the principles remain the same: Go slowly, and spend time analyzing the social and financial implications of your decisions. Within organizations, set expectations based on rational, methodical analysis and not exclusively on the obvious emotional value of socially responsible investing.

Dave Danielson is Chief Financial Officer of Casey Family Programs, Seattle, Washington. He is a former senior manager with Price Waterhouse and senior officer and corporate treasurer with Bank of America. Casey Family Programs is the largest national foundation whose sole mission is to provide and improve—and ultimately prevent the need for—foster care. The foundation draws on its 40 years of experience and expert research and analysis to improve the lives of children and youth in foster care by providing direct services and support to foster families and by promoting improvements in child welfare practice and policy. Established in 1966 by United Parcel Service founder Jim Casey, the foundation has an endowment of $2 billion.

Wrap Up Your Holiday Shopping With CWLA Season's Greetings Cards

Box of 10 with envelopes – just $13.95 • CUSTOMIZE for just pennies more!
See details at lower left.

You'll be supporting a worthy cause when you do. All proceeds from the sale of these items support CWLA's efforts to serve more than 9 million vulnerable and at-risk children annually. Be sure to shop our online catalog (www.cwla.org/gifts) for other adorable gifts and items.

5 Ways To Order

PHONE: 800/407-6273 or 770/280-4164
FAX: 770/280-4160
E-MAIL: order@cwla.org
ONLINE: www.cwla.org/gifts
MAIL: CWLA
PO Box 932831
Atlanta GA
31193-2831
Delivered to you in less than 2 weeks!

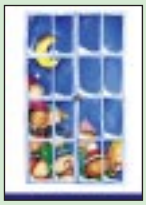
CUSTOMIZED PRICING

Quantity	Cost per Card
50–99	$1.45
100–499	$1.35
500–1,499	$1.26
1,500–2,999	$1.20
3,000+	$1.16

- Price includes the cost of one imprint in black ink per selected design. Additional fee of $25 for imprints in red, green, or blue ink. For information on logos and shipping rates, call 800/407-6273 or browse www.cwla.org/pubs. Prepayment is required.
- When ordering customized cards, any verse can be selected at no additional cost.
- For orders shipping to CA, CO, DC, FL, IL, MA, MD, NY, PA, and VA, include applicable state and local tax.

Customized envelopes:
$15 for the first 50 and $5 per additional 50 or portion thereof.

MOST POPULAR



Item #0132
Nighttime Window Children
Inside reads:
If You Believe, as Children Do, the Magic of the Holidays Will Be With You.

Item #0069
Holiday Gift Children
Inside reads:
Children Are the Gifts We Give to the Future. May All of the Gifts of the Season Be Yours.

Item #0133
Snow Angels
Inside reads:
May Happiness Brighten Your Holidays and Remain With You Throughout the New Year.

Item #0025
Holiday Children Card
Inside reads:
May the Holidays Bring Joy to You and the Children in Your Life.

Item #0032
Singing Holiday Card
Inside reads:
May Your Holidays Be Filled With Joy and Light!

Item #0026
Holiday Snowman Card
Inside reads:
Season's Greetings.

Item #0029
Holiday Sledding Card
Inside reads:
Happy Holidays.

Item #0131
Joy Card
Inside reads:
Wishing You Peace, Joy and Happiness Throughout the New Year.

Item #0096
Holiday Snowy Day Card
Inside reads:
Wishing You and the Children of the World a Bright and Happy Future.

Item #0108
Red Wagon Holiday Children Card
Inside reads:
Welcome the Holidays With Joy and Celebration.

Item #0027
Falling Star Card
Inside reads:
May All Your Holiday Wishes Come True.

Item #0130
Peace on Earth
Inside reads:
Peace on Earth.

CWLA
CHILD WELFARE LEAGUE OF AMERICA
www.cwla.org/pubs

CALIFORNIA

Due to growing interest in publicly funded preschool for all children in California, the David and Lucile Packard Foundation recently asked the RAND Corporation to answer two questions:

- What are the expected direct costs and benefits for the public sector and society as a whole to implement a quality, universal preschool program in California?
- What other potential indirect economic and noneconomic benefits may be associated with such a program?

RAND discovered that well-designed preschool programs serving disadvantaged children can generate benefits to government and the rest of society that outweigh program costs. For example, according to RAND, a one-year, universal, high-quality preschool program in California, at a cost of $4,300 per child beyond current public preschool spending, would generate $11,400 per child in benefits for California society—a net benefit of more than $7,000 per child, or $2.62 for every dollar spent.

RAND also found that each annual cohort of California children served would net $2.7 billion in present-value benefits for California, such as reduced remedial education services for and increased educational attainment by program participants, reduced abuse and neglect of participants, reduced victimization by crimes committed by participants, increased wage and salary compensation of participants, increased taxes realized by government, and reduced need for child care for participants.

In estimating costs and benefits, researchers assumed a high level of program quality, meaning that the universal preschool program would meet nationally recognized standards for class sizes, staff ratios, staff qualifications, and other features associated with better outcomes for children. RAND also assumed a part-day, voluntary program that would enroll 70% of the state's 4-year-olds. Cost estimates were based on data on teacher salaries and other costs in California.

MASSACHUSETTS

A report by the Massachusetts Department of Public Health shows that, in 2003, the state had the second lowest infant mortality rate in its history, but the infant mortality rate among African Americans was three times that of whites.

Despite a statewide mandate that all pregnant women receive prenatal care, racial disparities in infant mortality have persisted, prompting public health officials to call for "intensified efforts to narrow the infant mortality chasm," according to the *Boston Globe.*

The state report reveals the mortality rate for African American infants younger than 1 year was 12.7 deaths per 1,000 live births in 2003, compared with 4.1 deaths per 1,000 live births among non-Hispanic whites. Among Hispanics and Asians in the state, the infant mortality rate was 5.6 and 2.7 deaths, respectively, per 1,000 live births.

Officials stress that pre- and postnatal care are important to preventing infant mortality. Adequacy of prenatal care—a measure of the timing and number of prenatal care visits, not the quality of prenatal care—decreased less than 1% from 2002 to 2003 in Massachusetts.

On the bright side, the overall infant mortality rate in Massachusetts has decreased 31% since 1990, from 7 deaths per 1,000 live births to 4.8 deaths per 1,000 live births in 2003, according to the report. The 2003 state infant mortality rate is about 30% below the national rate.

The health department report also found:

- Teen births in Massachusetts have decreased 36% since 1990, with 22.6 births per 1,000 women ages 15–19 in 2003. The Massachusetts teen birth rate in 2003 was 46% below the preliminary U.S. teen birth rate of 41.7 births per 1,000 women ages 15–19.
- The teen birth rate among Hispanics ages 15–19 is about six times that of non-Hispanic whites.
- The percentage of infants born with low birthweight increased from 5.8% in 1990 to 7.6% in 2003.
- The percentage of preterm infants—delivered before the 37th week of gestation—increased 2% between 2002 and 2003.
- The percentage of women who smoked during pregnancy continued a steady decline, from 7.9% in 2002 to 7.7% in 2003. Decreases in smoking during pregnancy occurred among all races and ethnicity groups except for Asians.

The full report, *Massachusetts Births 2003,* is available online at www.mass.gov/dph/bhsre/resep/resep.htm#birth.

MINNESOTA

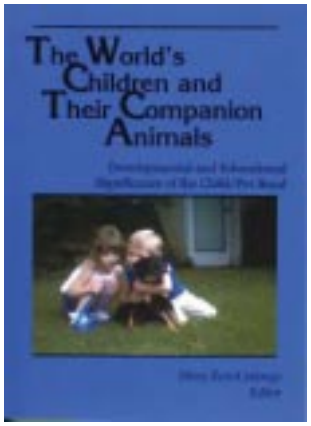
In October 2003, trained volunteers with the Amherst Wilder Foundation, a nonprofit health and human service organization serving the greater Saint Paul area, fanned out to emergency shelters, battered women's shelters, transitional housing programs, drop-in centers, hot-meal sites, and street locations to interview homeless youth ages 8–17 who were not with their parents, and homeless young adults ages 18–20.

Earlier this year, Wilder Research reported its findings from interviews with 431 homeless youth and young adults. According to the survey, homeless youth—compared with homeless adults and families—have fewer shelters available to them and fewer legal provisions for housing and other basic needs. Between 2000 and

See State of the States, *page 37.*

The World's Children and Their Companion Animals: Developmental and Educational Significance of the Child/Pet Bond

Mary Renck Jalongo, Editor



Internationally renowned physician Albert Schweitzer once said, "We need a boundless ethic which will include the animals also." It is just such an ethic, an ethic of compassion and generosity, that holds the greatest promise for more responsive parenting, more compassionate teaching, and a more tolerant and just society.

Foreword: Stars in a Child's Universe by Michael J. Rosen
Introduction: The Special Significance of Companion Animals in Children's Lives by Mary Renck Jalongo with Marsha R. Robbins and Reade Paterno
Part One: Children, Families, and Companion Animals
* Bonding With and Caring for Pets: Companion Animals and Child Development
* Companion Animals in the Lives of Boys and Girls: Gendered Attitudes, Practices, and Preferences
* Companion Animals at Home: What Children Learn From Families

Part Two: Companion Animals in Schools and Communities
* A Friend at School: Classroom Pets and Companion Animals in the Curriculum
* Animals That Heal: Animal-Assisted Therapy With Children
* Global Companion Animals: Bonding With and Caring for Animals Across Cultures and Countries
* Portraying Pets: The Significance of Children's Writings and Drawings About Companion Animals

Part Three: Companion Animals in Print and in the Media
* Companion Animals in Books: Themes in Children's Literature
* Companion Animals and Technology: Using the Internet, Software, and Electronic Toys To Learn About Pets

Afterword by Mary Renck Jalongo

The World's Children and Their Companion Animals: Developmental and Educational Significance of the Child/Pet Bond. 160 pp. 2004 No. 1040 $22.00

To order or to request a free catalog please contact **ACEI** at:
17904 Georgia Avenue Suite 215
Olney MD 20832 USA
Phone: 1-800-423-3563 or outside USA 1-301-570-2111
Fax: 1-301-570-2212
Learn more about ACEI at: **www.acei.org**

World Renowned Artist Lends Support to the Children's Memorial Flag Campaign

He has created art for the White House, the World Bank, the Florida Supreme Court, and a host of other well-respected organizations. In April, artist and activist Xavier Cortada added CWLA to the list.

Cortada donated his time to create a National Message Mural as an offshoot to the CWLA's Children's Memorial Flag initiative, unveiling the artwork at a CWLA-sponsored Children's Memorial Flag event April 22 at the IDEA Public Charter School in Washington, DC, where it will be displayed for 10 years.

"What a wonderful idea to have a mural about you, that's about hope," Cortada told an assembly of students, staff, and local officials gathered at the school to honor the Children's Memorial Flag and to witness the mural's unveiling. "It's about ensuring each and every one of you is protected, and that each and every one of you has a bright future."

Cortada explained that the children in the mural are holding hands to symbolize the importance of young people supporting one another. "We want to make sure you are the very best parents in the future, and the best students today," he said.

Similar to the red Children's Memorial Flag, depicting five doll-like figures of children holding hands, including the white chalk outline of a sixth child in the center representing a child lost to abuse or neglect, Cortada's mural also features six children holding hands. But unlike the figures on the flag, the children in Cortada's mural have facial features, and their bodies are mosaics of different shades of blue against an orange-red background. The sixth child in the center is different shades of pink.

Surrounding the children are dozens of messages about nonviolence and the importance of nurturing children. In the weeks before the mural's creation, CWLA gathered the quotes from concerned citizens and CWLA members and staff nationwide. Also included are notable quotes from Martin Luther King Jr., Mother Teresa, Mahatma Gandhi, Maya Angelou, Eleanor Roosevelt, and other famous figures.

The IDEA Public Charter School was selected to display the mural because of a partnership established between CWLA and the school's students and staff following a series of arson attacks at the school in December 2004. CWLA helped create a poetry curriculum at the IDEA School, and participating students held a Poetry Slam during CWLA's 2005 National Conference. Several students again read their poetry during the April 22 flag and mural event. Many of the poems explored issues of violence and crime prevalent in urban settings.

More of Cortada's artwork, including the National Message Mural, are displayed on the artist's website at www.cortada.com.

ASSEMBLY REQUIRED

JANUARY 23–25, 2006

Women in Leadership Retreat
Leading Through Chaos: A Woman's Perspective
Double Tree Ocean Point Hotel, Miami, FL

FEBRUARY 27–MARCH 1, 2006

CWLA National Conference
Children 2006: Securing Brighter Futures
Marriott Wardman Park, Washington, DC

MARCH 5–7, 2006

Black Administrators in Child Welfare
Building Partnerships to Serve African American Children and Families
Sheraton National, Arlington, Virginia

Dates and locations subject to change. For more information on the CWLA calendar, including conference registration, hotels, programs, and contacts, visit CWLA's website at www.cwla.org/conferences, or contact CWLA's conference registrar at register@cwla.org or 202/942-0286.

No Caps on Kids! Campaign Leaves a Mark on Capitol Hill

On a wintry day last March, hundreds of CWLA members descended on Capitol Hill with one goal in mind—to lobby against a proposed "cap on kids." Wearing buttons that read, "No Caps on Kids!" in bright red letters, they asked Senators and Representatives from their home states to reject a cap or block grant on federal funding for foster care and adoption assistance proposed in the President's FY 2006 budget.

The President's budget had laid out a plan to put a cap or block grant limiting spending on the federal funding states would receive to provide foster care. The Bush proposal meant states would have received a fixed amount of funding each year to provide assistance to all children who need foster care, instead of receiving funding based on the need and number of children eligible for federal foster care assistance.

Shortly after the President released the proposal, CWLA launched its No Caps on Kids! campaign to draw attention to foster care, adoption, and other child welfare programs in potential jeopardy, and to ensure the proposal was not incorporated into the FY 2006 budget resolution.

First-Ever Reconciliation Conference Set for October

In Niagara Falls, on land bordering the United States and Canada, leaders in tribal and non-tribal child welfare services from both countries joined together October 26–28 during a first-ever conference—*Truth and Reconciliation in Child Welfare: Mapping the Path to Healing.*

The event began a process of reconciliation between the mainstream child welfare field and indigenous peoples in the United States and Canada and was jointly sponsored by CWLA, the Child Welfare League of Canada, the National Indian Child Welfare Association, the First Nations Child and Family Caring Society of Canada, and the Centre for Excellence for Child Welfare at the University of Toronto.

"We have not done a good job in this country of serving Indian children in ways that are respectful to them and their families," explains John George, Senior Consultant with CWLA's Trieschman Center for Consultation and Training. "We hope the conference will mount a movement to serve Indian families in a way that says we respect who they are, their traditions, their strength and capacity to develop solutions better than ours, and the ways and authority of their tribal governments."

The conference, where some 200 invited leaders are expected to attend, sought

- to clarify an understanding of history and the requirements for reconciliation in child welfare,
- for indigenous and non-indigenous leaders in child welfare to commit to promoting reconciliation in child welfare for the benefit of indigenous children and youth,
- to establish a strategic plan and action steps to influence policy and practice, and
- to establish a toolkit of resources and technical assistance for communities in both countries to use when entering into a regional or local child welfare reconciliation process.

Following the October conference, regional and national forums in both countries are expected—and may be integrated with previously scheduled conferences—as participant leaders share results and expand discussion. Information about the project will be posted on CWLA's website as it becomes available.

The Hill Day event during CWLA's 2005 National Conference in early March, put CWLA members in direct contact with lawmakers. CWLA staff prepped members before the visit with workshops explaining the federal budget process, the changes being considered under the proposed budget, and the potential effects at the state level.

For those who could not make it to Washington, CWLA staff worked with League members in key states to encourage them to call and write their local lawmakers, particularly in Iowa, Maine, New Hampshire, Ohio, Oregon, Pennsylvania, and Rhode Island—all home to members of the Senate Budget Committee, which is responsible for crafting a budget resolution. CWLA also provided talking points, sample editorials, and regular legislative e-alerts to member agencies, and established a central location on the CWLA website (www.cwla.org/advocacy/nocapsonkids.htm) with detailed information about the budget process and the No Caps on Kids! campaign.

In late April, Congress approved a final FY 2006 budget resolution that directs House and Senate committees to pass legislation reducing federal spending for mandatory or entitlement programs by $35 billion.

"Although the requirement to cut $35 billion is disappointing," says CWLA Senior Government Affairs Associate Tim Briceland-Betts, "it is less than the $69 billion proposed under an earlier version of the resolution, and it reflects the impact the No Caps on Kids! campaign and the child welfare community's local efforts played in the budget negotiations.

"In Washington, many organizations are focused on advocacy to protect other programs, but when it comes to ensuring that supports for abused and neglected children are protected, CWLA's No Caps on Kids! Campaign, and the child welfare community's local efforts, lead the way."

He adds that Ken Olson, with Kids Peace of New England in Maine; Penny Wyman, with the Ohio Association of Child Care Agencies; and Janet Arenz with the Oregon Alliance of Children's Programs were instrumental in mobilizing advocates in their states to get the message to Congress about not placing a cap on kids.

At press time, Congress continued to deliberate how to come up with the savings and which programs to cut. The deadline for authorizing committees to report their recommendations was set for the week of October 17. The budget committees were scheduled to act on these recommendations the following week.

2003, the number of beds available for homeless Minnesota youth declined. The report noted, however, that homeless youth are less likely than adults to stay in shelters, temporarily staying instead with friends or in places not intended for habitation.

Despite the difficulties of obtaining a true picture of the state's homeless youth and young adults, the foundation made the following estimates about the extent of homelessness among young people in Minnesota:

- In 2003, an estimated 12,600–22,500 Minnesota youth under 18, and 3,720–6,000 young adults, ages 18–20, experienced at least one episode of homelessness.
- On any given night, 500–600 homeless youth ages 8–17, and 500–1,200 young adults were on their own in 2003.

Nearly 1 in 2 homeless youth has been physically or sexually mistreated (46%), and 7 in 10 homeless youth have experienced an out-of-home placement (71%). The survey also found a marked increase in the proportion of homeless youth who have been in foster care. The percentage remained relatively consistent between 1991 and 2000 (36%–41%) but increased to 53% in 2003.

Other findings include:

- The average age for youth on their own was 16. The youngest homeless youth in 2003 was 8 years old.
- More than 6 in 10, or 64%, of the homeless youth were girls. For the young adults, 65% were female, compared with 48% of the overall homeless adult population.
- About 65% of the homeless youth on their own were African American, American Indian, Asian, or multiracial.
- A growing number of homeless youth were enrolled in school—84% in 2003, compared with 52% in 1994, and 73% in 1997 and 2000. One-third of the homeless youth reported receiving special-education services. Nine youth had graduated from high school or received a GED.
- The main reasons Minnesota youth cited for leaving home included conflicts with family (60%), being told to leave (43%), or desiring to be on their own (43%).

NEW MEXICO

Governor Bill Richardson (D) signed the Pre-Kindergarten Act into law in April, expanding opportunities for voluntary, high-quality early childhood education to more than 1,400 4-year-olds statewide.

"Too many children come to school at 5 years old with the development of a 3- to 2-year-old," said Richardson, who included $5 million in his budget for pre-K programs. "These children face more obstacles to success and tough challenges throughout life."

Under the Pre-Kindergarten Act, the Public Education Department and the Children Youth and Families Department will coordinate pre-K services. Licensed private providers, local education agencies, regional education cooperatives, charter schools, and tribes can apply for funding.

Currently, state-funded pre-K is accessible to only 5.6% of New Mexico's 4-year-olds, according to the organization Pre-K Now. About half of the state's 4-year-olds are enrolled in other programs, such as day care, Head Start, or private or religious programs.

BULLETIN BOARD

Report Discloses Child Maltreatment Statistics for 2003

An estimated 906,000 children nationwide were victims of abuse and neglect in 2003, according to national data released last spring by the Children's Bureau at the U.S. Department of Health and Human Services. The statistics indicate that about 12.4 out of every 1,000 children were victims of abuse or neglect, a rate comparable to the previous year's victimization rate of 12.3 out of 1,000 children.

The statistics are based on information collected through the National Child Abuse and Neglect Data System. The data show that child protective service agencies received about 2.9 million reports of possible maltreatment in 2003. Of the 906,000 substantiated cases of maltreatment of children, most involved cases of neglect. In 2003, an estimated 1,500 children died due to abuse or neglect, more than three-quarters of them younger than 4 years old.

The full report, *Child Maltreatment 2003,* is available at www.acf.hhs.gov/programs/cb/publications/cmreports.htm.

Index Shows Ups and Downs in Child Well-Being Over 30 Years

Dramatic declines in rates of violence and risky behaviors such as teen births, smoking, and alcohol and illegal drug use during the past 10 years have contributed substantially to modest progress in the overall well-being of America's children, according to the 2005 Child Well-Being Index (CWI), released earlier this year by the Foundation for Child Development.

According to the series of indicators used by the CWI, child well-being improved fractionally in 2003 over 2002 and represented a 4.5% gain over 1975, the first year researchers conducted the index. The rate of educational attainment in particular—as measured by student test scores in reading and mathematics—remains stagnant, despite two decades of national focus on how to improve the education system. More children live in poverty today than in 1975, and persistent high rates of obesity, which have more than tripled in 30 years, are seriously hurting children's health.

"If you took away the huge declines in crime, violence, and risky behaviors since the early 1990s, the picture for America's children would be bleak," says Duke University sociologist Kenneth Land, developer of the CWI.

On the positive side, the CWI shows that violent criminal activity among adolescents and teens has plummeted more than 64% since 1975, and violent crime victimization of children has fallen more than 38%. Meanwhile, births to adolescent and teenage mothers have dropped nearly 37%. Smoking among young people continues to decline, though the rate of binge alcohol drinking increased from 27.9% in 2003 to 29.2% in 2004.

Land says a number of factors likely played a role in those improvements, including the end of the crack cocaine epidemic, a booming economy during the mid- to late-1990s, increased community policing, and the generally more active parenting style of the baby boom generation.

A national, research-based composite measure, updated annually, the CWI combines data from 28 indicators across seven domains into a single number for child well-being. The quality-of-life domains include family economic well-being, health, safety and behavioral concerns, educational attainment, community connectedness, social relationships, and emotional and spiritual well-being. For more information about the CWI online, go to www.soc.duke.edu/~cwi, or download the full report from the Foundation for Child Development website at www.ffcd.org/ourwork/k-index.html.

Office Depot Takes Part in Backpack Donations

Know of a child in foster care who needs a backpack this school year? A little digging in your community may turn up more resources than you thought existed.

Community groups and organizations are increasingly taking up backpack donation drives to help kids in need. Corporate sponsors are also joining in. For four years, Office Depot has conducted a National Backpack Program, donating 200,000 backpacks filled with school supplies to underprivileged children and schools in disadvantaged areas each school year. All Office Depot retail stores in the United States and Canada donate backpacks and basic school supplies to schools serving underprivileged children, as well as nonprofit organizations, according to the company's website. These schools and organizations, in turn, distribute the backpacks and supplies to children who need them the most.

Office Depot also conducts the 5% Back to Schools program, which allows customers purchasing school supplies to designate 5% of their purchase to go toward free school supplies for a school of their choice. For more information, visit www.officedepot.com.

Loan Debt Threatens the Ranks of Attorneys Serving Children

A recent nationwide survey of children's attorneys reveals many cannot afford to enter or remain in practice representing abused and neglected children due to overwhelming student loan debt. Over two-thirds (68%) of the lawyers surveyed currently owe at least $50,000 in student loan debt, and nearly a quarter (24%) owe $75,000 or more, according to the survey conducted by the Children's Center of Los Angeles (CLC), with assistance from the American Bar Association and the National Association of Counsel for Children.

More than 300 attorneys in 43 states participated in the survey, issued by Home at Last, a national project support by the Pew Charitable Trusts to improve the foster care system.

"The survey illustrates the wide-ranging impact of student loan debt not only on the individual lawyers who seek to commit their professional talents to the needs of children, but also on the children these lawyers represent," says Miriam Krinsky, Executive Director of Home at Last and the CLC. "If foster youth are not adequately represented and left with no voice in court proceedings that will chart their future, we are failing to meet our most fundamental responsibilities to these children."

According to the American Bar Association, current law school graduates incur debt double that of law school graduates from just 10 years ago.

Recognizing the financial and human costs associated with student loan debt, the Pew Commission on Children in Foster Care recommends Congress "explore a loan forgiveness program to attract and retain competent attorneys in the dependency courts." The Commission also advocates for adequately compensating child advocates, reasonable caseloads, and enhanced training to further encourage interested attorneys to remain in the field.

Immunization Rates Continue to Climb

The Centers for Disease Control and Prevention (CDC) reports the nation's childhood immunization coverage rates continue at record high levels, with about 81% of the nation's 19-35-month-old children receiving all recommended vaccinations.

The CDC recommends a base line series of vaccines for children referred to as the 4:3:1:3:3 series—four doses of Diphtheria, Tetanus, and Pertussis, three or more doses of polio vaccine, one or more doses of measles-containing vaccine, three or more doses of Hib vaccine which can prevent meningitis and pneumonia, and three doses of hepatitis B vaccine. In 2004, coverage for the 4:3:1:3:3 series increased to 81% compared to 79% in 2003, 75% in 2002, 74% in 2001, and 73% in 2000.

The CDC's 2004 National Immunization Survey also found significant increases in the percentages of young children receiving chickenpox and the childhood pneumococcal vaccine—relatively recent additions to the childhood immunization schedule. National coverage with chickenpox vaccine increased to 88% in 2004 from 85% in 2003. Coverage for the three or more doses of pneumococcal conjugate vaccine increased to 73% in 2004 from 68% in 2003.

In 2004, as in previous years, the CDC reports substantial variation in coverage levels among states and cities. Estimated coverage with the 4:3:1:3:3 series ranged from 89% in Massachusetts to 68% in Nevada. Among 28 urban areas, the highest estimated coverage for the 4:3:1:3:3 series was 90% for Davidson County, Tennessee, and the lowest was 65% in El Paso County, Texas.

Exclusive offer for Children's Voice readers

FREE with your paid subscription.

Child Welfare...

the *only* peer-reviewed journal devoted solely to the welfare of children.

FIVE EASY WAYS TO ORDER

Refer to promo code CWCV05 when ordering. Include your e-mail address for free e-updates.

MAIL
CWLA PO Box 932831
Atlanta GA 31193-2831

PHONE
800/407-6273 (toll-free)
or 770/280-4164

FAX
770/280-4160

E-MAIL
order@cwla.org

ONLINE
www.cwla.org/pubs

Mug will be sent upon receipt of payment.

Issues are published in January/February, March/April, May/June, July/August, September/October, and November/December. Please allow four to six weeks for delivery of mug and first issue.

Don't miss a single issue!

Child Welfare provides fresh approaches to problem solving and proven, practical ideas that work. You get comprehensive coverage of the latest research, practice issues, program developments, and more—all vital for informed, thoughtful decisionmaking. *Child Welfare* sheds light on important and sometimes controversial topics, like child abuse and neglect, out-of-home care and family reunification, kinship care, adoptive pregnancy, cultural competency, and more!

Sign-up now and pay a low, introductory "new subscriber" rate.
You'll receive a free Journal mug with your paid subscription.
One year (4 regular and two special expanded issues)
Individuals* ~~Regularly $110~~ **Now just $99**
Institutions ~~Regularly $150~~ **Now just $129**

Money-back guarantee.
If at any time you become dissatisfied with your subscription, you may cancel and receive a prorated refund on any unmailed copies. No questions asked! The mug is yours to keep no matter what.

Invest in yourself. Invest in our children.
Your subscription to *Child Welfare* will support CWLA's efforts to make children, youth, and families a national priority. Subscribe today and be a Champion for Children.

* Must pay by personal check or credit card.

CWLA
CHILD WELFARE LEAGUE OF AMERICA

Children's Voice

CWLA
CHILD WELFARE LEAGUE OF AMERICA

Headquarters
440 First Street NW, Third Floor ▪ Washington, DC 20001-2085
202/638-2952 ▪ Fax 202/638-4004 ▪ www.cwla.org

NONPROFIT
U.S. POSTAGE
PAID
LEBANON JUNCTION, KY
PERMIT NO. 304